Office of the Secretary to the
SVCC Board of Trustees

January 18, 2001

PUBLIC NOTICE OF MEETING

This is to provide public notice of the following meeting associated with the Sauk Valley Community College Board of Trustees:

WHO: Board of Trustees, District #506

WHEN: Friday, January 26, 2001

TIME: 1:00 p.m.

WHERE: Brandywine (Best Western) Lodge

TYPE: Open and Closed

PURPOSE: Board Retreat

AGENDA: TBA
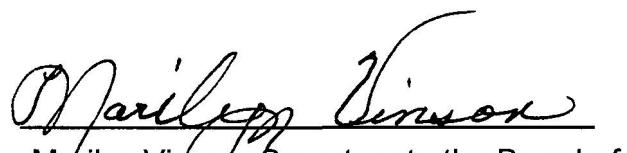
Marilyn Vinson, Secretary to the Board of
Trustees, District #506

SAUK VALLEY COMMUNITY COLLEGE BOARD OF TRUSTEES MEETING MINUTES

January 26, 2001

The Board of Trustees of Sauk Valley Community College met in special session (Retreat) in the Presidential Suite of the Brandywine Lodge, Dixon, Illinois.

Call to Order: Chair Simpson called the meeting to order at 1:15 p.m. and the following members answered roll call:

Edward Andersen	Thomas Jensen
Robert Thompson	Nancy Varga
B. J. Wolf	Pennie von Bergen Wessels
William Simpson	Sean Bond

SVCC Staff: President Richard L. Behrendt
Vice President Ruth Bittner
Vice President Deborah Hecht
Vice President Joan Kerber

Closed Session: At 1:16 p.m. it was moved by Member Thompson and seconded by Member Andersen that the Board adjourn to closed session to discuss collective negotiating matters. In a roll call vote, all voted aye. Motion carried. Student Trustee Bond advisory vote: aye.

Regular Session: The Board returned to regular session at 2:15 p.m.

Agenda Items: During open session, the Board discussed items #2 through #8 listed on the attached agenda.

Part-time Faculty Salaries: Discussion was held on administration's recommendation to provide, in the future, the same salary increase to part-time faculty as to all other Sauk employees. Board consensus to approve; formal action at a later date.

Medical Insurance Update: Information/discussion only.

District Guidelines: Administration advised Board that investing funds and/or purchasing insurance outside the district could add revenue/cut costs. Board consensus to retain in-district investing and insurance purchases; no formal action necessary.

Enrollment
Incentives:

Administration presented financial enrollment incentives
for Board consideration/guidance. Board consensus not to
approve any suggestions; no formal action necessary.

Technology
Plan Update:

Information/discussion only.

Athletic Guide-
lines:

Information/discussion only.

Emeritus Status:

Discussion was held on administration's recommendation to
create an Emeritus status for selected retirees. Board consensus
not to approve; no formal action necessary.

Closed Session:

At 4:15 p.m. it was moved by Member Andersen and seconded
by Member Thompson that the Board adjourn to closed session
to discuss items #9 and #10 on the agenda. In a roll call vote, all
voted aye. Motion carried. Student Trustee Bond advisory vote:
aye.

Regular Session:

The Board returned to regular session at 4:55 p.m.

Since the scheduled business was completed, it was moved by
Member Thompson and seconded by Member Varga that
the Board adjourn. The next regular meeting will be held on
Monday, February 26, 2001 in the third floor Board Room of the
College at 7 p.m. In a roll call vote, all voted aye. Motion carried.
Student Trustee Bond advisory vote: aye.

The Board adjourned at 5:00 p.m.

Respectfully submitted:
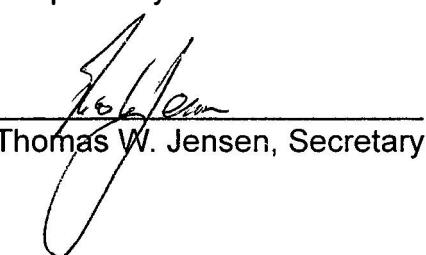
_____
Thomas W. Jensen, Secretary

SAUK VALLEY COMMUNITY COLLEGE
BOARD OF TRUSTEES

RETREAT
January 26, 2001
Brandywine (Best Western) Lodge
Route #2, Dixon, Illinois

AGENDA

Noon   Lunch - Burgundy Room
1:00 p..m.   Meeting - Presidential Suite

DISCUSSION ITEMS	SESSION	STAFF
1. Financial Projections/collective bargaining parameters/team selection	Closed	President's Council
2. Part-time faculty salaries	Open*	President's Council
3. Medical insurance update	Open	President's Council

4. Inside/outside the district guidelines
  a. Investing funds
  b. Purchasing insurance
	Open	President's Council

5. Enrollment incentives	Open	President's Council
6. Technology plan update	Open	President's Council Walt Clevenger Alan Pfeifer
7. Athletic rules - - in-district/out-of-district guidelines	Open*	President's Council
8. Emeritus status for selected retirees	Open*	President's Council
9. Administrative ethics	Closed	President's Council?
10. Board self-evaluation	Closed	None

* These sessions could be closed by Board vote if individual employees are discussed

MEMORANDUM

TO: Richard Behrendt

FROM: Ruth Bittner *CUB*

DATE: January 19, 2001

SUBJECT: FY 2002 budget projections and collective bargaining

In preparation for the FY 02 budget process and upcoming negotiations with the Faculty Association, I've prepared projections of the budget and gathered preliminary salary data.

FY 02 Budget

The projections show that Sauk will need significant new revenues in FY 02 if we are to avoid making deep cuts in operations. The source of the problem is the cost of technology.

Since part of the mission of a community college is to train students in the technical skills needed to succeed in a workplace, keeping current with workplace technology is a critical operating principle. With the pace of change of technology, that requires significant resources. Professional journals indicate that 8% of the annual operating budget is a reasonable amount for a college to spend on technology; that holds true for Sauk. I estimate that after using grants and Foundation contributions, the College should devote $700,000 a year of operating funds towards capital outlay (which includes both high tech and other equipment).

$700,000 is quite large compared to Sauk's past capital outlay budgets, which were in the $150,000 range, but it is consistent with the FY 01 level of expenditures. The reason for the rise in cost is high tech's fast pace of change compared to prior capital standards. A computer doesn't last 20 years in the workplace like older industrial equipment did. Students need to learn on equipment that employers use today, so Sauk needs to keep pace. The cost is high, and we need to find a long-term source of funding.

Several community colleges use funding bonds to cover technology costs. That is an option for Sauk as well. However, funding bonds get repaid via a tax levy, so issuing them would require an increase in taxes. Nevertheless, they are a viable option.

The attached notes to the budget projections describe in detail the assumptions I've used.

To summarize, the first scenario assumes salary raises equal to the cost of living (3.4%) and no increase in the tuition rate. Since capital outlay is the only expenditure line that has significant flexibility, I adjusted that amount to achieve a balanced budget. The result is a capital outlay budget of just $38,000, which is unacceptable if we are to be a viable source of up-to-date training for the students in our district.

The second scenario uses what I believe to be more realistic assumptions about expenditures. First, salaries are set at a 4.5% increase, since that is the average of settlements at other area school districts. Second, capital outlay is set at $500,000. While even more would be preferable, as discussed above, $500,000 allows for a reasonable level of purchases to keep up with most student demand for current equipment. The result of these changes is a $525,000 loss. Since Sauk's operating fund balance was $1.4 million at July 1, 2000, that size loss would drop us below an acceptable level of safety.

In the third scenario, I increased tuition by $3 per credit hour, to $51. That's a 6.3% increase, but still a reasonable amount to charge – our five neighboring schools in FY 01 charge $55, $55, $49.35, $47, and $47, and at least some of them will probably increase for FY 02. This tuition increase generates $129,000, so the loss is reduced to $396,000. However, even that loss is still unacceptable.

The fourth scenario introduces two new sources of revenue. First, there's a transfer of $100,000 from the Working Cash Fund to the Operating Fund (less $5,000 of lost interest earnings). These dollars come from the $1.2 million of Working Cash that is unrestricted – it is interest earnings accumulated over the years on the fund principal. Second, this model includes issuance of $1 million of funding bonds to be repaid over a three-year period. That would raise approximately $333,000 per year that could be spent on equipment. The cost to the taxpayers for the bonds would be 3 cents per $100,000 of equalized assessed valuation, or $10 per year on a $100,000 house. These two actions produce a balanced budget.

Another alternative source of funds would be to spend down some of the operating funds balance. However, we should try to maintain a balance of about 10% of budget, so it is unwise to dip below $1 million. Given the likelihood of an FY 01 operating loss as shown in the projections, that leaves only $300,000 that could be sacrificed. Therefore, using operating fund balance is not a good long-term solution.

Seven budget years from now Sauk will have paid off its existing outstanding bond issue. That will free up 6 cents per year of tax rate (starting with FY 08) that could be transferred to funding bond use, producing a flow of $700,000 per year of revenue. Therefore, our goal should be to find a source of long-term funding that allows us to reach that seventh year.

If we use $100,000 per year of Working Cash Fund balance for operations as described in Scenario 4, after six years we'll have $600,000 left over that can earn interest and continue to support operations. If we sell two rounds of three-year $1 million funding

bonds as described in Scenario 4, we'll gain $333,000 per year of capital funds. Tuition increases of $2 per year would produce about $90,000 of revenue. So, those three sources could contribute towards our long-term need. Of course, we would always continue to pursue other funds, such as the $110,000 of special legislative member project funding that we received this year.

Salaries

70% of Sauk's operating budget pays for salaries and benefits. "Human capital," therefore, is the College's most important asset. As discussed previously, it is critical for Sauk to stay up-to-date with equipment needs if we are to be positioned to deliver the type of training our students demand. We must also, however, devote even more attention to the employees who use that equipment to deliver the training. We should therefore consider, within the constraints of budget, how much salary is needed to maintain a quality staff.

The increase in the Consumer Price Index for All Urban Consumers (CPI) was 3.4% as of November 2000. Therefore, a simple cost-of-living raise would require 3.4%.

Competition for our employees' services and sense of appropriate compensation comes mainly from other school districts within District 506 and from other Illinois community colleges. The attached schedule "Status of Faculty Contracts at Area School Districts" shows that FY 02 raises between 4% and 5% appear to be the norm.

Comparisons of Sauk's salaries to salaries paid by other community college districts are difficult to do, since many factors that affect salaries are hard to summarize in a neat table. For faculty, those factors include each individual's educational background, years of teaching, other experience, and academic discipline; also, the size of the school, the cost of living, and other job competition in the school's geographic area and professional disciplines are institutional factors. In an attempt to neutralize the institutional factors for comparison purposes, the ICCB several years ago developed sets of peer groups composed of schools of similar size and location. Likewise, a few years before that Sauk developed a more extensive list of schools whose characteristics may make them a relevant comparison sample. Those two sets of lists are shown on the attached "ICCB Salary Survey" schedules. Remember, though, that comparisons even within these groups are still hampered by the individual salary factors mentioned above.

For non-teaching staff, salaries can be affected by all of the factors listed for faculty, along with the effects of variations in job descriptions. People who hold similar titles at different institutions might have very different duties, the type and number of which can greatly impact their pay. In addition, someone who is considered an administrator at one college might be classified as support staff or faculty at another. Therefore, use of group averages for comparing administrative salaries is an especially challenging task.

To help moderate some of these individual factors, I've included a few more detailed charts from the ICCB salary survey.

The table of "Salaries for Full-Time Teaching Faculty With Masters Degrees" shows that Sauk's pay rates are the lowest of all eighteen schools listed for each of the Masters degree categories. It would require an average 20% raise just to meet the ICCB peer group averages for FY 00, with even more needed to keep up with FY 01 and FY 02 raises at those schools.

Certainly, 20% is more than we can afford. However, it is an indicator that just granting cost of living increases for faculty would likely be insufficient. It indicates that we should pay raises at least comparable to other area settlements if we are to treat our faculty fairly and remain competitive in the job market.

Summary

In order for Sauk to fulfill its training mission, it is important for us to invest competitive dollars in our critical resources: people and equipment. We must do so, however, within the constraints of available funding sources. I believe projection Scenario 4 is the direction Sauk should take for FY 02. That direction requires increased tuition, issuance of funding bonds, and use of Working Cash Fund balance to fund $500,000 of capital expenditures and 4.5% pay raises.

A six-year budget projection shows that we could reasonably afford to give pay raises of 4.5% in FY 02, 4.5% in FY 03, 4.3% in FY 04, and 4.0% in each of the remaining years. Such a long-term projection is, of course, subject to many unknowns and assumptions. The assumptions used in years FY 03 through FY 07 are as follows:

> Assume that inflation is a constant 3.4%, that benefit costs stabilize at a 5% annual increase, that ICCB funding improves by 5% per year, that there is 1% growth in enrollment each year, and that there is a $2 per hour tuition rate increase each year. Each year also continues the FY 02 level of Working Cash Fund use and funding bonds.

Given those assumptions, the 4.5%, 4.3% and 4.0% raises are achievable within a balanced budget.

Thank you.

The inflation rate is assumed to be 3.4% (from the Bureau of Labor Statistics as of November 2000).

The county clerks in November 2000 estimated an average property valuation increase of 3.4%, which is what we used for our property tax levy.

State operating grants for Sauk currently project an 11.1% increase, through the IBHE approval stage. That assumes a statewide average increase of 5.5%. If we assume the legislature or Governor will cut the overall rate back down to inflation, 3.4%, Sauk would receive a 6.9% increase (because our enrollment increased more than the other colleges in FY 00).

Halfway through the year, employee health claim costs are running only 2% above FY 00 (not including retirees). In fact, physician costs are down, but prescription costs are almost doubled. Anecdotal evidence indicates that around the state most colleges are experiencing double-digit increases for health insurance. Therefore, FY 02 is estimated at an increase of 10% over the FY 01 projected amount.

It's expected that FY 02 enrollment will be either level with FY 01 or slightly down.

Baseline transfers for FY 02 include only Working Cash Fund interest earnings and $12,000 of rent/utilities revenue from the bookstore. In FY 01 we also transferred in $250,000 of bookstore fund balance and $25,000 of parking fund balance to cover equipment and parking lot paving expenditures.

In FY 01 we received $110,000 of one-time special state legislative funds for equipment expenditures; that revenue won't continue into FY 02.

Scenario 1 (Baseline balanced budget)
Set salary raises equal to the inflation rate, 3.4%. No increase in tuition. Adjust capital outlay to whatever it takes to balance the budget.

Scenario 2 (Realistic expenditures budget)
Set salary raises equal to 4.5%. No increase in tuition. Set capital outlay at $500,000.

Scenario 3 (Raise tuition to move towards a balanced budget with realistic expenditures)
Same as Scenario 2, but with a $3 per credit hour increase (6.3%, to $51) in tuition.

Scenario 4 (Use Working Cash Fund transfer and funding bonds to move more towards a balanced budget with realistic expenditures)
Same as Scenario 3, but with the following changes. Transfer $100,000 less $5,000 interest earnings from Working Cash Fund to Educational Fund. Transfer $333,000 of capital outlay expenditures to Operations & Maintenance-Restricted Fund and issue $1 million funding bonds with a three-year payback to cover those equipment expenditures.

SCENARIO 1												
Raise =	3.4%	CPI =	3.4%	Bens =	10.0%	ICCB =	6.9%	Tuit Rate =	0.0%	Enrollmt =	0.0%	
	Total Operating Funds				Educational Fund				Operations and Maintenance Fund			
Description	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj
Property Tax	3,104,848	3,245,000	3,245,000	3,355,330	2,766,064	2,890,000	2,890,000	2,920,260	338,784	355,000	355,000	435,070
State Government:												
ICCB Credit Hour Grant	1,472,928	1,444,370	1,474,462	1,576,200	1,310,906	1,285,489	1,285,489	1,374,188	162,022	158,881	188,973	202,012
ICCB Square Footage Grant	0	30,092	0	0	0	0	0	0	0	30,092	0	0
ICCB Equalization Grant	534,704	534,145	534,145	571,001	475,887	475,389	475,389	508,191	58,817	58,756	58,756	62,810
ICCB Small School Grant	162,737	60,000	60,000	64,140	118,999	53,400	53,400	57,085	43,738	6,600	6,600	7,055
Other	28,127	100,000	110,000	0	28,127	100,000	110,000	0	0	0	0	0
ISBE Vocational Education	58,740	68,000	68,000	70,312	58,740	68,000	68,000	70,312	0	0	0	0
Corp Pers Prop Replace Tax	362,804	332,600	332,600	343,908	328,236	296,000	296,000	306,064	34,568	36,600	36,600	37,844
Total State Government	2,620,040	2,569,207	2,579,207	2,625,561	2,320,895	2,278,278	2,288,278	2,315,840	299,145	290,929	290,929	309,721
Federal Government	2,660	17,000	17,000	17,000	2,660	17,000	17,000	17,000	0	0	0	0
Student Tuition & Fees:												
Tuition	2,109,663	2,217,850	2,037,850	2,037,850	1,893,676	1,984,000	1,824,000	1,824,000	215,987	233,850	213,850	213,850
Fees	0	236,000	216,000	216,000	0	236,000	216,000	216,000	0	0	0	0
Total Tuition & Fees	2,109,663	2,453,850	2,253,850	2,253,850	1,893,676	2,220,000	2,040,000	2,040,000	215,987	233,850	213,850	213,850
Other:												
Sales & Service Fees	247,065	196,800	196,800	203,491	239,789	191,000	191,000	197,494	7,276	5,800	5,800	5,997
Facilities Revenue	20,882	6,000	6,000	6,204	0	0	0	0	20,882	6,000	6,000	6,204
Investment Income	109,749	109,000	109,000	109,000	97,281	100,000	100,000	100,000	12,468	9,000	9,000	9,000
Other	5,119	6,000	6,000	6,000	3,557	5,000	5,000	5,000	1,562	1,000	1,000	1,000
SURS Revenue on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
Total Other	826,433	667,800	784,800	807,573	758,453	616,000	736,000	757,454	67,980	51,800	48,800	50,119
TOTAL REVENUE	8,663,644	8,952,857	8,879,857	9,059,314	7,741,748	8,021,278	7,971,278	8,050,554	921,896	931,579	908,579	1,008,760
Salaries	5,674,068	5,956,644	5,793,644	5,990,628	5,290,684	5,558,967	5,395,967	5,579,430	383,384	397,677	397,677	411,198
Employee Benefits	755,593	607,694	670,000	737,000	688,691	550,384	610,000	671,000	66,902	57,310	60,000	66,000
Contractual Services	207,722	345,140	338,640	350,154	160,395	289,440	282,940	292,560	47,327	55,700	55,700	57,594
Materials & Supplies	657,462	663,045	659,995	682,435	563,633	557,745	554,695	573,555	93,829	105,300	105,300	108,880
Conferences & Meetings	144,860	176,550	170,750	176,555	141,672	172,950	167,150	172,833	3,188	3,600	3,600	3,722
Fixed Charges	90,965	80,747	80,747	83,492	90,965	80,747	80,747	83,492	0	0	0	0
Utilities	249,144	315,000	350,000	361,900	0	0	0	0	249,144	315,000	350,000	361,900
Capital Outlay	279,114	546,504	527,300	38,000	228,238	494,204	475,000	38,000	50,876	52,300	52,300	0
Other	289,843	307,200	307,200	317,645	289,843	307,200	307,200	317,645	0	0	0	0
SURS Expenditure on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
TOTAL EXPENDITURES	8,792,389	9,348,524	9,365,276	9,220,687	7,871,947	8,331,637	8,313,699	8,183,475	920,442	1,016,887	1,051,577	1,037,212
TRANSFERS	366,637	395,667	395,667	162,000	351,040	310,359	310,359	133,500	15,597	85,308	85,308	28,500
NET GAIN/(LOSS)	237,892	0	-89,752	627	220,841	0	-32,062	579	17,051	0	-57,690	48

SCENARIO 2												
	Raise =	4.5%	CPI =	3.4%	Bens =	10.0%	ICCB =	6.9%	Tuit Rate =	0.0%	Enrollmt =	0.0%
	Total Operating Funds				**Educational Fund**				**Operations and Maintenance Fund**			
Description	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj
Property Tax	3,104,848	3,245,000	3,245,000	3,355,330	2,766,064	2,890,000	2,890,000	2,920,260	338,784	355,000	355,000	435,070
State Government:												
ICCB Credit Hour Grant	1,472,928	1,444,370	1,474,462	1,576,200	1,310,906	1,285,489	1,285,489	1,374,188	162,022	158,881	188,973	202,012
ICCB Square Footage Grant	0	30,092	0	0	0	0	0	0	0	30,092	0	0
ICCB Equalization Grant	534,704	534,145	534,145	571,001	475,887	475,389	475,389	508,191	58,817	58,756	58,756	62,810
ICCB Small School Grant	162,737	60,000	60,000	64,140	118,999	53,400	53,400	57,085	43,738	6,600	6,600	7,055
Other	28,127	100,000	110,000	0	28,127	100,000	110,000	0	0	0	0	0
ISBE Vocational Education	58,740	68,000	68,000	70,312	58,740	68,000	68,000	70,312	0	0	0	0
Corp Pers Prop Replace Tax	362,804	332,600	332,600	343,908	328,236	296,000	296,000	306,064	34,568	36,600	36,600	37,844
Total State Government	2,620,040	2,569,207	2,579,207	2,625,561	2,320,895	2,278,278	2,288,278	2,315,840	299,145	290,929	290,929	309,721
Federal Government	2,660	17,000	17,000	17,000	2,660	17,000	17,000	17,000	0	0	0	0
Student Tuition & Fees:												
Tuition	2,109,663	2,217,850	2,037,850	2,037,850	1,893,676	1,984,000	1,824,000	1,824,000	215,987	233,850	213,850	213,850
Fees	0	236,000	216,000	216,000	0	236,000	216,000	216,000	0	0	0	0
Total Tuition & Fees	2,109,663	2,453,850	2,253,850	2,253,850	1,893,676	2,220,000	2,040,000	2,040,000	215,987	233,850	213,850	213,850
Other:												
Sales & Service Fees	247,065	196,800	196,800	203,491	239,789	191,000	191,000	197,494	7,276	5,800	5,800	5,997
Facilities Revenue	20,882	6,000	6,000	6,204	0	0	0	0	20,882	6,000	6,000	6,204
Investment Income	109,749	109,000	109,000	109,000	97,281	100,000	100,000	100,000	12,468	9,000	9,000	9,000
Other	5,119	6,000	6,000	6,000	3,557	5,000	5,000	5,000	1,562	1,000	1,000	1,000
SURS Revenue on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
Total Other	826,433	667,800	784,800	807,573	758,453	616,000	736,000	757,454	67,980	51,800	48,800	50,119
TOTAL REVENUE	8,663,644	8,952,857	8,879,857	9,059,314	7,741,748	8,021,278	7,971,278	8,050,554	921,896	931,579	908,579	1,008,760
Salaries	5,674,068	5,956,644	5,793,644	6,054,358	5,290,684	5,558,967	5,395,967	5,638,786	383,384	397,677	397,677	415,572
Employee Benefits	755,593	607,694	670,000	737,000	688,691	550,384	610,000	671,000	66,902	57,310	60,000	66,000
Contractual Services	207,722	345,140	338,640	350,154	160,395	289,440	282,940	292,560	47,327	55,700	55,700	57,594
Materials & Supplies	657,462	663,045	659,995	682,435	563,633	557,745	554,695	573,555	93,829	105,300	105,300	108,880
Conferences & Meetings	144,860	176,550	170,750	176,555	141,672	172,950	167,150	172,833	3,188	3,600	3,600	3,722
Fixed Charges	90,965	80,747	80,747	83,492	90,965	80,747	80,747	83,492	0	0	0	0
Utilities	249,144	315,000	350,000	361,900	0	0	0	0	249,144	315,000	350,000	361,900
Capital Outlay	279,114	546,504	527,300	500,000	228,238	494,204	475,000	475,000	50,876	52,300	52,300	25,000
Other	289,843	307,200	307,200	317,645	289,843	307,200	307,200	317,645	0	0	0	0
SURS Expenditure on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
TOTAL EXPENDITURES	8,792,389	9,348,524	9,365,276	9,746,417	7,871,947	8,331,637	8,313,699	8,679,831	920,442	1,016,887	1,051,577	1,066,586
TRANSFERS	366,637	395,667	395,667	162,000	351,040	310,359	310,359	133,500	15,597	85,308	85,308	28,500
NET GAIN/(LOSS)	237,892	0	-89,752	-525,103	220,841	0	-32,062	-495,777	17,051	0	-57,690	-29,326

SCENARIO 3											
Raise = 4.5%		·CPI – 3.4%		Bens = 10.0%		ICCB – 6.9%		Tuit Rate – 6.3%		Enrollmt – 0.0%	

	Total Operating Funds				Educational Fund				Operations and Maintenance Fund			
Description	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj
Property Tax	3,104,848	3,245,000	3,245,000	3,355,330	2,766,064	2,890,000	2,890,000	2,920,260	338,784	355,000	355,000	435,070
State Government:												
ICCB Credit Hour Grant	1,472,928	1,444,370	1,474,462	1,576,200	1,310,906	1,285,489	1,285,489	1,374,188	162,022	158,881	188,973	202,012
ICCB Square Footage Grant	0	30,092	0	0	0	0	0	0	0	30,092	0	0
ICCB Equalization Grant	534,704	534,145	534,145	571,001	475,887	475,389	475,389	508,191	58,817	58,756	58,756	62,810
ICCB Small School Grant	162,737	60,000	60,000	64,140	118,999	53,400	53,400	57,085	43,738	6,600	6,600	7,055
Other	28,127	100,000	110,000	0	28,127	100,000	110,000	0	0	0	0	0
ISBE Vocational Education	58,740	68,000	68,000	70,312	58,740	68,000	68,000	70,312	0	0	0	0
Corp Pers Prop Replace Tax	362,804	332,600	332,600	343,908	328,236	296,000	296,000	306,064	34,568	36,600	36,600	37,844
Total State Government	2,620,040	2,569,207	2,579,207	2,625,561	2,320,895	2,278,278	2,288,278	2,315,840	299,145	290,929	290,929	309,721
Federal Government	2,660	17,000	17,000	17,000	2,660	17,000	17,000	17,000	0	0	0	0
Student Tuition & Fees:												
Tuition	2,109,663	2,217,850	2,037,850	2,166,235	1,893,676	1,984,000	1,824,000	1,938,912	215,987	233,850	213,850	227,323
Fees	0	236,000	216,000	216,000	0	236,000	216,000	216,000	0	0	0	0
Total Tuition & Fees	2,109,663	2,453,850	2,253,850	2,382,235	1,893,676	2,220,000	2,040,000	2,154,912	215,987	233,850	213,850	227,323
Other:												
Sales & Service Fees	247,065	196,800	196,800	203,491	239,789	191,000	191,000	197,494	7,276	5,800	5,800	5,997
Facilities Revenue	20,882	6,000	6,000	6,204	0	0	0	0	20,882	6,000	6,000	6,204
Investment Income	109,749	109,000	109,000	109,000	97,281	100,000	100,000	100,000	12,468	9,000	9,000	9,000
Other	5,119	6,000	6,000	6,000	3,557	5,000	5,000	5,000	1,562	1,000	1,000	1,000
SURS Revenue on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
Total Other	826,433	667,800	784,800	807,573	758,453	616,000	736,000	757,454	67,980	51,800	48,800	50,119
TOTAL REVENUE	8,663,644	8,952,857	8,879,857	9,187,699	7,741,748	8,021,278	7,971,278	8,165,466	921,896	931,579	908,579	1,022,233
Salaries	5,674,068	5,956,644	5,793,644	6,054,358	5,290,684	5,558,967	5,395,967	5,638,786	383,384	397,677	397,677	415,572
Employee Benefits	755,593	607,694	670,000	737,000	688,691	550,384	610,000	671,000	66,902	57,310	60,000	66,000
Contractual Services	207,722	345,140	338,640	350,154	160,395	289,440	282,940	292,560	47,327	55,700	55,700	57,594
Materials & Supplies	657,462	663,045	659,995	682,435	563,633	557,745	554,695	573,555	93,829	105,300	105,300	108,880
Conferences & Meetings	144,860	176,550	170,750	176,555	141,672	172,950	167,150	172,833	3,188	3,600	3,600	3,722
Fixed Charges	90,965	80,747	80,747	83,492	90,965	80,747	80,747	83,492	0	0	0	0
Utilities	249,144	315,000	350,000	361,900	0	0	0	0	249,144	315,000	350,000	361,900
Capital Outlay	279,114	546,504	527,300	500,000	228,238	494,204	475,000	475,000	50,876	52,300	52,300	25,000
Other	289,843	307,200	307,200	317,645	289,843	307,200	307,200	317,645	0	0	0	0
SURS Expenditure on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
TOTAL EXPENDITURES	8,792,389	9,348,524	9,365,276	9,746,417	7,871,947	8,331,637	8,313,699	8,679,831	920,442	1,016,887	1,051,577	1,066,586
TRANSFERS	366,637	395,667	395,667	162,000	351,040	310,359	310,359	133,500	15,597	85,308	85,308	28,500
NET GAIN/(LOSS)	237,892	0	-89,752	-396,718	220,841	0	-32,062	-380,865	17,051	0	-57,690	-15,853

SCENARIO 4

| Raise = | 4.5% | CPI = | 3.4% | Bens = | 10.0% | ICCB = | 6.9% | Tuit Rate = | 6.3% | Enrollmt = | 0.0% |

Description	Total Operating Funds				Educational Fund				Operations and Maintenance Fund			
	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj
Property Tax	3,104,848	3,245,000	3,245,000	3,355,330	2,766,064	2,890,000	2,890,000	2,920,260	338,784	355,000	355,000	435,070
State Government:												
ICCB Credit Hour Grant	1,472,928	1,444,370	1,474,462	1,576,200	1,310,906	1,285,489	1,285,489	1,374,188	162,022	158,881	188,973	202,012
ICCB Square Footage Grant	0	30,092	0	0	0	0	0	0	0	30,092	0	0
ICCB Equalization Grant	534,704	534,145	534,145	571,001	475,887	475,389	475,389	508,191	58,817	58,756	58,756	62,810
ICCB Small School Grant	162,737	60,000	60,000	64,140	118,999	53,400	53,400	57,085	43,738	6,600	6,600	7,055
Other	28,127	100,000	110,000	0	28,127	100,000	110,000	0	0	0	0	0
ISBE Vocational Education	58,740	68,000	68,000	70,312	58,740	68,000	68,000	70,312	0	0	0	0
Corp Pers Prop Replace Tax	362,804	332,600	332,600	343,908	328,236	296,000	296,000	306,064	34,568	36,600	36,600	37,844
Total State Government	2,620,040	2,569,207	2,579,207	2,625,561	2,320,895	2,278,278	2,288,278	2,315,840	299,145	290,929	290,929	309,721
Federal Government	2,660	17,000	17,000	17,000	2,660	17,000	17,000	17,000	0	0	0	0
Student Tuition & Fees:												
Tuition	2,109,663	2,217,850	2,037,850	2,166,235	1,893,676	1,984,000	1,824,000	1,938,912	215,987	233,850	213,850	227,323
Fees	0	236,000	216,000	216,000	0	236,000	216,000	216,000	0	0	0	0
Total Tuition & Fees	2,109,663	2,453,850	2,253,850	2,382,235	1,893,676	2,220,000	2,040,000	2,154,912	215,987	233,850	213,850	227,323
Other:												
Sales & Service Fees	247,065	196,800	196,800	203,491	239,789	191,000	191,00	197,494	7,276	5,800	5,800	5,997
Facilities Revenue	20,882	6,000	6,000	6,204	0	0	0	0	20,882	6,000	6,000	6,204
Investment Income	109,749	109,000	109,000	109,000	97,281	100,000	100,000	100,000	12,468	9,000	9,000	9,000
Other	5,119	6,000	6,000	6,000	3,557	5,000	5,000	5,000	1,562	1,000	1,000	1,000
SURS Revenue on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
Total Other	826,433	667,800	784,800	807,573	758,453	616,000	736,000	757,454	67,980	51,800	48,800	50,119
TOTAL REVENUE	8,663,644	8,952,857	8,879,857	9,187,699	7,741,748	8,021,278	7,971,278	8,165,466	921,896	931,579	908,579	1,022,233
Salaries	5,674,068	5,956,644	5,793,644	6,054,358	5,290,684	5,558,967	5,395,967	5,638,786	383,384	397,677	397,677	415,572
Employee Benefits	755,593	607,694	670,000	737,000	688,691	550,384	610,000	671,000	66,902	57,310	60,000	66,000
Contractual Services	207,722	345,140	338,640	350,154	160,395	289,440	282,940	292,560	47,327	55,700	55,700	57,594
Materials & Supplies	657,462	663,045	659,995	682,435	563,633	557,745	554,695	573,555	93,829	105,300	105,300	108,880
Conferences & Meetings	144,860	176,550	170,750	176,555	141,672	172,950	167,150	172,833	3,188	3,600	3,600	3,722
Fixed Charges	90,965	80,747	80,747	83,492	90,965	80,747	80,747	83,492	0	0	0	0
Utilities	249,144	315,000	350,000	361,900	0	0	0	0	249,144	315,000	350,000	361,900
Capital Outlay	279,114	546,504	527,300	167,000	228,238	494,204	475,000	142,000	50,876	52,300	52,300	25,000
Other	289,843	307,200	307,200	317,645	289,843	307,200	307,200	317,645	0	0	0	0
SURS Expenditure on Behalf	443,618	350,000	467,000	482,878	417,826	320,000	440,000	454,960	25,792	30,000	27,000	27,918
TOTAL EXPENDITURES	8,792,389	9,348,524	9,365,276	9,413,417	7,871,947	8,331,637	8,313,699	8,346,831	920,442	1,016,887	1,051,577	1,066,586
TRANSFERS	366,637	395,667	395,667	257,000	351,040	310,359	310,359	228,500	15,597	85,308	85,308	28,500
NET GAIN/(LOSS)	237,892	0	-89,752	31,282	220,841	0	-32,062	47,135	17,051	0	-57,690	-15,853

	Raise 02/3=	4.5%	CPI =	3.4%	Bens 02 =	10.0%	ICCB 02 =	6.9%	Tuit 02 =	6.3%	Enroll 02 =	0.0%
	Raise 04 =	4.3%	Raise 5/6/7=	4.0%	Bens later =	5.0%	ICCB later =	5.0%	Tuit later = $2 per year		Enroll later =	1.0%

Description	FY 00 Actual	FY 01 Bud	FY 01 Proj	FY 02 Proj	FY 03 Proj	FY 04 Proj	FY 05 Proj	FY 06 Proj	FY 07 Proj
Property Tax	3,104,848	3,245,000	3,245,000	3,355,330	3,469,411	3,587,371	3,709,342	3,835,460	3,965,866
State Government:									
ICCB Credit Hour Grant	1,472,928	1,444,370	1,474,462	1,576,200	1,655,010	1,737,761	1,824,649	1,915,881	2,011,675
ICCB Square Footage Grant	0	30,092	0	0	0	0	0	0	0
ICCB Equalization Grant	534,704	534,145	534,145	571,001	599,551	629,529	661,005	694,055	728,758
ICCB Small School Grant	162,737	60,000	60,000	64,140	67,347	70,714	74,250	77,963	81,861
Other	28,127	100,000	110,000	0	0	0	0	0	0
ISBE Vocational Education	58,740	68,000	68,000	70,312	72,703	75,175	77,731	80,374	83,107
Corp Pers Prop Replace Tax	362,804	332,600	332,600	343,908	355,601	367,691	380,192	393,119	406,485
Total State Government	2,620,040	2,569,207	2,579,207	2,625,561	2,750,212	2,880,870	3,017,827	3,161,392	3,311,886
Federal Government	2,660	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
Student Tuition & Fees:									
Tuition	2,109,663	2,217,850	2,037,850	2,166,235	2,273,697	2,383,092	2,494,447	2,607,791	2,723,153
Fees	0	236,000	216,000	216,000	218,160	220,342	222,545	224,770	227,018
Total Tuition & Fees	2,109,663	2,453,850	2,253,850	2,382,235	2,491,857	2,603,434	2,716,992	2,832,561	2,950,171
Other:									
Sales & Service Fees	247,065	196,800	196,800	203,491	210,410	217,564	224,961	232,610	240,519
Facilities Revenue	20,882	6,000	6,000	6,204	6,415	6,633	6,859	7,092	7,333
Investment Income	109,749	109,000	109,000	109,000	109,000	109,000	109,000	109,000	109,000
Other	5,119	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
SURS Revenue on Behalf	443,618	350,000	467,000	482,878	499,296	516,272	533,825	551,975	570,742
Total Other	826,433	667,800	784,800	807,573	831,121	855,469	880,645	906,677	933,594
TOTAL REVENUE	8,663,644	8,952,857	8,879,857	9,187,699	9,559,601	9,944,144	10,341,806	10,753,090	11,178,517
Salaries	5,674,068	5,956,644	5,793,644	6,054,358	6,326,804	6,598,857	6,862,811	7,137,323	7,422,816
Employee Benefits	755,593	607,694	670,000	737,000	773,850	812,543	853,170	895,829	940,620
Contractual Services	207,722	345,140	338,640	350,154	362,059	374,369	387,098	400,259	413,868
Materials & Supplies	657,462	663,045	659,995	682,435	705,638	729,630	754,437	780,088	806,611
Conferences & Meetings	144,860	176,550	170,750	176,556	182,559	188,766	195,184	201,820	208,682
Fixed Charges	90,965	80,747	80,747	83,492	86,331	89,266	92,301	95,439	98,684
Utilities	249,144	315,000	350,000	361,900	374,205	386,928	400,084	413,687	427,752
Capital Outlay	279,114	546,504	527,300	167,000	167,000	167,000	167,000	167,000	167,000
Other	289,843	307,200	307,200	317,645	328,445	339,612	351,159	363,098	375,443
SURS Expenditure on Behalf	443,618	350,000	467,000	482,878	499,296	516,272	533,825	551,975	570,742
TOTAL EXPENDITURES	8,792,389	9,348,524	9,365,276	9,413,418	9,806,187	10,203,243	10,597,069	11,006,518	11,432,218
TRANSFERS	366,637	395,667	395,667	257,000	257,000	257,000	257,000	257,000	257,000
NET GAIN/(LOSS)	237,892	0	-89,752	31,281	10,414	-2,099	1,737	3,572	3,299

Status of Faculty Contracts at Area School Districts
As of January 11, 2001

Community Colleges

Black Hawk
Will negotiate this year for FY 02.

Highland
FY 02 will be the third year of a three-year contract. Raise 4.0%.

Illinois Valley
FY 02 will be the second year of a four-year contract. Raises: FY 01 4.0%, FY 02 4.25%, FY 03 4.5%, FY 04 4.75%.

Kishwaukee
FY 02 will be the third year of a four-year contract. Raises: FY 02 and FY 03 5.0% each year.

Rock Valley
FY 02 will be the third year of a four-year contract. Raises 4.5% each year.

Local High School Districts

Dixon
FY 02 will be the second year of a two-year contract. Raise 4.99% each year.

Morrison
FY 02 will be the second year of a three-year contract. Raise FY 02 4.0%.

Rock Falls
Will negotiate this year for FY 02.

Sterling
FY 02 will be the second year of a four-year contract. Raises FY 01 4.0%, FY 02 and FY 03 4.25%, FY 04 5.0%.

ICCB Salary Survey - FY 2000

ICCB Peer Group	Full-Time 9 Mo. Faculty Contractual Base Average	Faculty Overload	Faculty Summer	Full-Time Faculty Actual Average Pay	Non-Teaching Professional Staff Average 12 Months	Administrative Staff Average 12 Months
Danville	37,989	380	410	47,544	29,552	56,525
Highland	50,863	802	802	55,943	31,756	53,711
Kaskaskia	45,252	459	459	52,389	28,316	41,472
Kishwaukee	42,109	1,103	926	46,231	32,211	70,119
Rend Lake	44,480	725	725	50,413	29,022	56,141
Sauk Valley	**41,282**	**425**	**425**	**48,446**	**36,444**	**63,712**
ICCB Peer Group Average	43,663	649	625	50,161	31,217	56,947
Heartland	39,158	450	550	43,846	33,307	58,449
Illinois Valley	44,447	425	500	46,338	33,175	55,612
Kankakee	50,341	542	579	57,820	28,212	45,975
John A. Logan	48,058	483	575	51,417	33,872	59,189
McHenry	53,295	451	442	62,765	32,331	60,610
Morton	52,541	479	479	57,502	34,601	72,971
Prairie State	53,180	400	300	58,380	34,026	56,610
Richland	43,136	471	684	49,826	32,130	64,321
Carl Sandburg	42,234	397	528	48,308	27,646	52,977
Southeastern	42,459	525	650	46,108	29,522	45,394
Waubonsee	49,994	510	577	52,677	38,018	70,255
John Wood	36,093	388	390	35,669	28,924	48,492
Sauk Salary Peer Group Average	45,384	523	556	50,646	31,837	57,363

ICCB Salary Survey - FY 2000
Salaries for Full-Time Teaching Faculty With Masters Degrees

	Masters + 0 Hours/ 0 Years Ex erience	Masters + 0 Hours/ 5 Years Experience	Masters + Max Hours/ 5 Years Experience	Doctorate Max Hours/ Max Experience
ICCB Peer Grou				
Danville	30,000			54,303
Highland	32,074	38,906	47,790	65,880
Kaskaskia	27,490	31,127	37,541	57,392
Kishwaukee				
Rend Lake	30,500	33,500	39,015	59,979
Sauk Valley	**25,275**	**29,144**	**29,144**	**57,152**
ICCB Peer Group Average	29,068	33,169	38,373	58,941
Heartland	30,000	33,750	35,250	42,000
Illinois Valley	31,200	32,800	42,200	60,000
Kankakee	26,196	31,112	37,851	68,027
John A. Logan	31,219	35,799	41,672	65,411
McHenry	29,650	36,766	48,330	71,457
Morton	35,066	40,454	45,887	69,881
Prairie State	30,000	32,000	40,000	68,437
Richland	25,550	30,343	37,434	58,322
Carl Sandburg	28,680	29,790		
Southeastern	29,810	33,062	37,805	59,756
Waubonsee	32,279	38,588	44,282	67,713
John Wood	27,890	30,440	34,790	52,563
Sauk Salary Peer Group Average	29,581	33,599	39,933	61,142

ICCB Salary Survey - FY 2000
Salaries for Selected Administrators

ICCB Peer Group	District Executive Officer	Yrs	Chief Finance Officer	Yrs	Chief Academic Officer	Yrs	Student Services Officer	Yrs	Dean Baccalaur Education	Yrs	Director Data Process	Yrs	Director Admiss/ Records	Yrs	Director Financial Aid	Yrs	Director Public Relations	Yrs	Director Human Resources	Yrs	Physical Facilities	Yrs
Danville	110,000	0	86,954	10	83,990	2	70,225	9					37,907	2	35,293	2	52,625	2	71,747	13	59,086	23
Highland	98,259	0	70,185	0	74,209	0	26,691	2	69,223	0	56,784	0	54,422	0			43,050	0	46,200	0	52,639	0
Kaskaskia			72,800	1			66,560	1	74,152	4	38,267	3	33,435	6	41,101	1			39,500	0		
Kishwaukee	140,000	21	71,600	6	83,002	6	75,249	19	64,529	3	75,973	21	57,203	6								
Rend Lake	105,000	9	85,000	8			70,000	0	70,000	8	84,000	0	40,000	2	51,500	19	45,049	20			62,500	4
Sauk Valley	**120,410**	**13**	**72,500**	**0**	**85,000**	**0**	**75,000**	**4**	**71,172**	**29**	**71,345**	**28**	**51,238**	**0**	**42,667**	**1**	**57,000**	**0**	**49,500**	**7**	**57,379**	**5**
ICCB Peer Group Average	114,734	9	76,507	4	81,550	2	63,954	6	69,815	9	65,274	10	45,701	3	42,640	6	49,431	6	51,737	5	57,901	8
Heartland	115,967	8	90,750	3	92,300	8	80,761	7			70,900	2			53,577	7	41,316	3	41,316	1	61,016	1
Illinois Valley	119,587	3	105,063	26	88,173	3	71,525	20			54,056	13	43,498	2	46,948	7	38,129	11	48,652	9	45,364	2
Kankakee	121,000	12	99,528	15	90,547	9	82,286	11			72,744	9	65,554	14	56,575	12	65,715	9			68,671	21
John A. Logan	109,719	10	94,336	26	89,736	8	87,500	0	72,000	0	63,361	18	50,007	4	35,149	2	59,489	14	58,095	2	50,459	4
McHenry	138,368	2	93,664	19	97,000	0	78,000	1	79,704	9	77,411	21	35,114	0	40,560	1	49,821	3	70,093	17	65,783	3
Morton	113,500	4	48,000	0			85,429	4	75,849	25	78,202	12	61,476	4			74,548	28	89,014	19	68,756	12
Prairie State	112,435	8	79,787	0	103,261	2	69,149	14	67,149	1	75,750	15	43,500	7	39,530	4			58,310	8	52,192	0
Richland	115,569	10	71,001	1	94,000	1	75,401	11	72,843	2	55,862	8	69,504	6	39,957	0	39,635	2	48,345	5	52,736	1
Carl Sandburg	108,960	8	78,910	9	77,220	10					54,110	4	61,480	20	49,200	5	43,990	6				
Southeastern	95,028	4	52,000	3	73,109	34	68,652	3			48,410	4	43,575	3			40,475	11			41,200	0
Waubonsee	150,000	18	97,000	1	104,500	10	60,000	12	56,000	2	86,000	3					60,000	12	60,000	8	60,000	0
John Wood	103,750	3	72,667	2	70,000	1	72,736	11			53,431	2	42,238	9	44,912	5	43,325	21	34,922	2	44,104	20
Sauk Salary Peer Group Ave	116,327	7	80,097	7	87,070	5	71,480	7	70,238	5	65,683	9	49,384	5	44,382	4	50,278	8	55,053	5	56,126	5

TO: Dr. Richard L. Behrendt

FROM: Dr. Deborah Hecht

DATE: January 12, 2001

RE: Part time faculty salaries

I propose that effective with the new faculty contract (July 1, 2001) we provide the same annual salary increase to part time faculty as we do to all other Sauk employees.

Over 100 part time faculty members teach at Sauk Valley Community College each semester. Most of these individuals have advanced academic degrees and have taught at the College for several years. They are a valuable resource for the College and deserve to share in the same rewards as all other members of the college community. Although the part time faculty did receive a salary increase two years ago, that was the first in many years.

It is important to recognize the quality service that the part time faculty members provide to this institution. Part time faculty now sit on the President's Communications Committee, have regular meetings with the Vice President of Instructional Services and are invited to join in the College-wide workshops held throughout the year. We have streamlined the contract period to ensure that payments are made in a timely manner, to alleviate some part time faculty concerns. While all these initiatives do recognize the service of the part time faculty, a more concrete expression of our appreciation would be appropriate.

As you know, this semester we have implemented a more formalized part-time faculty evaluation system which incorporates student evaluations of instruction, an in-class observation by an academic administrator, and a conference to discuss the observation and other issues with the relevant Dean or Director. While we are confident of the abilities of our part-time instructors, this procedure will demonstrate their quality in a more quantifiable manner.

With this formal evaluation system in place, part time faculty should be eligible for the normal salary increases that apply to all other Sauk employees. This proposal would not change the rate at which a new part time faculty member is hired. We will simply reward those long term part time instructors who have contributed to Sauk's excellence.

I welcome your questions and comments regarding this proposal.

TO: Richard Behrendt

FROM: Ruth Bittner *RB*

DATE: January 11, 2001

SUBJECT: Current status of employee health insurance costs

On August 1, 1992, Sauk adopted a self-funded employee health insurance plan. At the time, coverage was being provided by Prudential, which had planned an 18% premium increase for FY 93. Projections estimated subsequent Prudential premiums would increase by 8% per year. The estimated insurance costs through Prudential for FY 93, 94 and 95 were $824,947, $890,943 and $962,218.

Cost analysis of self funding

Self-funding paid off immediately. FY 93 costs ended up at $328,491 (for 11 months), with FY 94 at $561,355 and FY 95 at $530,295.

In the years since self funding began we have made several changes including: medical procedures covered, adding a managed care option, in-network providers covered, adding prescription card, dropping coverage for retirees, adding employee cost sharing for family coverage, and refining how the plan is administered. It is difficult to compare costs over time accurately because of the changes and because of the nature of self funding for a small gr oup. A small number of employees with major claims can cause costs for a single year to skyrocket, while an especially healthy year can reduce costs unexpectedly.

Nevertheless, we can make some observations about Sauk's health care costs. For the six years from FY 94 through FY 99 the total cost of the plan fluctuated around an average of $507,689, or $1,860 per capita. But then FY 00 jumped to $853,384 ($4,208 per capita), and FY 01 is headed for a similar total and per capita cost. These two years have wiped out the health insurance reserve balance that had been built up to cover the possibility of years with high costs; we now operate without a reserve.

Is self funding still the best choice?

In November I asked our local broker to solicit premium estimates from insurance companies so we could determine if self funding is still advantageous. He was able to obtain rough estimates from two companies that are widely used in this region, for coverage that is typical for the area but not as generous as our self funded plan. Principal

PPO estimated an annual gross cost of $ 92,089, and Rockford Health Plans PPO estimated $912,254. These prices are a little higher but in line with Sauk's FY 00 cost before employee contributions – but for plans that are not as good.

The Illinois Community College Trustees Association (ICCTA) is in the process of forming a health insurance consortium for Illinois community colleges. Sauk has submitted information to the consortium to determine if it would result in more favorable terms. Premium quotes and plan terms are due to be reported to us in late January or February.

About 40% of the community colleges in Illinois use self funding. Common wisdom is that premiums from an insurance company will, over time, at least equal the self funded costs. After all, self funded costs reflect actual experience, which is what premiums are based on.

Our broker advises that the high costs of FY 00 and FY 01 do not necessarily mean future years will also be that high. The industry rule of thumb is that a typical five-year period will include one good year, one bad year, and three average years. Sauk has experienced six average years, followed by two bad years. So, from a macro perspective, we should wait one more year before assuming that costs will remain this high.

As an alternative to waiting one more year, it would re uirq an extensive analysis starting with reports of Sauk's top provider listing and visit utilization rate to determine causes of the cost increase and whether they are of a continuing or one-time nature. Last January, in the middle of the first high cost year, a basic analysis I conducted indicated that the increase seemed to be the one-time type, and that FY 01 costs should be about $610,000 Given the $507,689 annual average and health insurance premium inflation rates of 10% nationally and 10% to 30% locally, that's right on target. However, we are instead experiencing a second bad year in a row.

In preparation for the FY 02 budget, we will conduct an extensive analysis to determine the underlying cause of the last two years' cost increase. We will then monitor FY 02's experience closely to confirm whether the high costs are a trend or an aberration.

Health insurance reserve

In last year's analysi I concluded that it was unnecessary to maintain a reserve for health insurance costs. My reasons were that the reserve helps to smooth cash flow in an unpredictable cost environment, while our costs appeared to have stabilized; that stop-loss insurance serves the function of protecting us from major loss; and that the budget should reflect actual costs for health insurance just as it does for all other expenses, rathe r than artificially smoothed costs. These all remain valid points. However, our experience in the last two years indicates that costs may no long er be predictably stable. Therefore, I plan to investigate further the wisdom of maintaining a reserve.

MEMORANDUM

TO: Richard Behrendt

FROM: Ruth Bittner 𝓡𝓑

DATE: January 10, 2001

SUBJECT: Investing College funds outside the district

Sauk's investment policy requires that "The Treasurer shall use sound federally insured depositories located within the College District." I believe that we could improve our returns and still maintain a high level of safety if the Board would permit us to invest in the Illinois School District Liquid Asset Fund (ISDLAF).

Last year I analyzed the actual investment earnings achieved by the College versus the earnings that could have been achieved if the ISDLAF had been an option. The period studied was September 1, 1998 through September 30, 1999. During that period eight different local financial institutions won the interest rate bids for pieces of the College's investment portfolio. The winning interest rates for the twenty certificate of deposit investments ranged from 4.92% to 5.97%, with an average of 5.33. In comparison, during the same period the average interest rate on the state-run Illinois Funds money market account was 4.84%.

The ISDLAF is a cash management program sponsored by the Illinois Associations of School Boards, School Administrators and School Business Officials (IASB, IASA, IASBO) and administered by Cadre Financial Services in New York. ISDLAF's Board of Trustees is made up of Illinois school board members, treasurers, business managers, superintendents and the executive directors of the IASB, IASA and IASBO. The fund is designed to meet the specific needs of Illinois school districts. It offers a liquid account, a "max" account that earns higher returns than the liquid fund but with tighter withdrawal restrictions and fixed income investments. The fixed income investments can be CDs; U.S. government bills, notes, bonds and agencies; commercial paper and bankers' acceptances. The fund scans financial institutions that meet the required quality standards from around the country to seek the best rates. All investments must meet the safety requirements of Illinois law and can be customized to meet any more stringent requirements of individual district Board policies. My experience with the fund is that the Cadre staff is highly responsive, helpful and experiences. In addition to delivering quality performance on requested tasks, the staff is appropriately forthcoming with suggestions, advice and explanations of how to maximize the college's investment earnings within policy restrictions.

I asked Cadre to determine what investment vehicles they could have offered to the College during the period mentioned above to compete with our local institutions. I restricted them to high quality CDs, commercial paper and government securities. For the twenty investments on which we earned 5.33% locally, ISDLAF could have paid an average of 5.45%.

If ISDLAF had bid alongside the local institutions each time, ISDLAF would have won thirteen of the bids vs. seven for the local banks. Our actual earnings on the local investments totaled $293,509.59. If we had invested with ISDLAF for their high bids and the local banks for theirs, we could have earned an additional 2.16%, or $6,352.87.

I would like to suggest that the Board expand its investment policy to permit investments through the ISDLAF. Our policy currently includes the restriction that no one institution may hold more than 50% of our funds at any one time. Similarly, the Board may wish to decide that a specified percentage of our investments must be made with local institutions.

ISDLAF is a means through which we can improve our investment performance without sacrificing safety and with the knowledge that oversight is exercised by Illinois school district officials. If we adopt a policy that requires some investments to stay local but have the expanded options offered by ISDLAF for others, we could accomplish two positive goals for our district. First, we would actively support local business by investing with local institutions. Second, we would have the opportunity to increase the amount of revenue available for serving our students by increasing interest earnings.

Thank you.

Sauk Valley Community College
Investment Analysis - Actual Investments vs. Illinois School District Liquid Asset Fund
September 1998 - September 1999

| | | | Actual Investments | | | | ISDLAF Alternative | | | ISDLAF | |
Description	Date Invested	Maturity Date	Amount	Interest Rate	# of Days	Earnings	Interest Rate	Earnings	Description	vs. Actual	Best Choice
CD	9/9/98	12/9/98	400,000	5.10	91	5,086.03	5.49	5,466.82	CP	380.79	380.79
CD	9/9/98	12/9/98	100,000	5.10	91	1,271.51	5.50	1,371.23	CD	99.72	99.72
CD	9/9/98	10/24/98	200,000	5.15	45	1,269.86	5.40	1,366.80	CP	96.94	96.94
CD	9/9/98	2/9/99	100,000	5.51	153	2,309.67	5.50	2,305.48	CD	(4.19)	0.00
CD	10/13/98	10/13/99	100,000	5.97	365	5,970.00	5.24	5,240.00	CD	(730.00)	0.00
CD	12/9/98	12/9/99	400,000	5.15	365	20,600.00	5.09	20,360.00	CD	(240.00)	0.00
CD	12/9/98	6/9/99	400,000	5.02	182	10,012.49	4.97	9,775.10	CP	(237.39)	0.00
CD	2/1/99	2/1/00	200,000	5.00	365	10,000.00	5.15	10,300.00	CD	300.00	300.00
CD	2/9/99	8/10/99	200,000	4.92	182	4,906.52	4.90	4,886.57	CD	(19.95)	0.00
CD	2/19/99	2/19/00	1,000,000	5.24	365	52,400.00	5.10	51,000.00	CD	(1,400.00)	0.00
CD	4/3/99	4/3/00	1,000,000	5.16	366	51,741.37	5.10	51,139.72	CD	(601.65)	0.00
CD	6/9/99	12/9/99	400,000	5.25	183	10,528.77	5.45	10,929.86	CD	401.09	401.09
CD	6/30/99	6/30/00	200,000	5.43	366	10,889.75	5.78	11,591.67	CD	701.92	701.92
CD	7/22/99	7/22/00	1,000,000	5.54	366	55,551.78	5.75	57,657.53	CD	2,105.75	2,105.75
CD	7/22/99	7/22/00	300,000	5.54	366	16,665.53	5.75	17,297.26	CD	631.73	631.73
CD	7/22/99	7/22/00	200,000	5.54	366	11,110.36	5.75	11,531.50	CD	421.14	421.14
CD	7/30/99	1/30/00	100,000	5.25	184	2,646.58	5.50	2,772.60	CD	126.02	126.02
CD	8/10/99	8/10/00	200,000	5.67	366	11,371.07	5.93	11,892.49	CD	521.42	521.42
CD	9/9/99	3/9/00	100,000	5.51	182	2,747.45	5.85	2,916.98	CD	169.53	169.53
CD	9/9/99	4/9/00	200,000	5.51	213	6,430.85	5.85	6,827.67	CD	396.82	396.82

Total earnings   293,509.59   296,629.28   6,352.67

Percent improvement over actual results   2.16%

THE ABOVE ANALYSIS WAS PREPARED FOR ILLUSTRATION PURPOSES ONLY. PAST PERFORMANCE
IS NO GUARANTEE OF FUTURE RESULTS.

TO: Richard Behrendt

FROM: Ruth Bittner

DATE: January 12, 2001

SUBJECT: Financial enrollment incentives

A number of marketing tools can be used to help increase student enrollment. The first and foremost tool is to offer a quality product – in effect, to "build a better mousetrap." However, like the fabled mousetrap, an educational product likely won't "sell" well if it isn't also supported by other marketing pieces. The classic "four P's" of a marketing plan are: product, price, promotion, and placement.

Sauk's product is classes, packaged individually or as a program, as credit or non-credit. The price is tuition and fees, taking into account discounts, financial aid, and other grants. Promotion includes the class schedule booklets and other publications, advertising, high school recruiting visits, and recommendations or word-of-mouth advertising. Placement refers to the way a class is delivered to the student, such as meeting on or off campus, at certain times, via Internet, or during timeframes of 16 weeks or less.

Enrollment drives Sauk's financial operating success. The College's three major sources of revenue are tuition and fees, state operating grants, and property tax. Enrollment impacts tuition and fees directly, and state grants two years later. Those two sources contribute 55% of the annual operating revenues. Success in enrollment efforts is measured by number of credit hours for credit classes and by dollars of revenue for non-credit classes; revenue gains from enrollment must also be balanced against the costs of any identifiable marketing activities that led to the gains.

Financial incentives are one way to increase enrollment. The incentives can be paid to students as tuition discounts (thereby affecting "price"), or they can be paid to employees as compensation (to motivate "promotion" or improve "product"). The key to success for a financial incentive program is to design it so that it drives the desired outcome at a reasonable cost.

For purposes of this discussion, assume that Sauk enrolls 5,000 students in 43,000 credit hours per year at a tuition rate of $48, that 2,674 students take more than one class in a semester, and that there are 158 full-time and 17 regular part-time (assume 60% time) employees, paid $5.3 million per year.

The following are examples of financial incentive programs that could be offered to credit students. (Non-credit program incentives could be similar, but with costs that would vary with the variety of courses offered.) It's important to consider whether each program would actually generate an increase in credit hour enrollment.

1. Offer the first credit hour each semester free. Cost $240,000.
2. Offer a 10% discount on the first class taken each semester. Cost $72,000.
3. Offer a 10% discount on the first credit hour each semester. Cost $24,000.
4. Have a drawing each semester for a semester of free tuition for 10 students. Cost $10,000.
5. Offer the first credit hour of the second class taken each semester free. Cost $128,000.
6. Offer a 10% discount on the second class taken each semester. Cost $39,000.
7. Have a drawing for one free class for 100 students each semester. Cost $36,000.
8. Offer a free class to any student who brings in a new student.
9. Offer free tuition, after applying all financial aid, to any in-district new high school graduate who takes at least 12 credit hours in the Fall or Spring semester immediately following graduation.
10. Offer free tuition, after applying all financial aid, to any in-district new high school graduate who tests out of all developmental classes and takes at least 12 credit hours in the Fall or Spring semester immediately following graduation.
11. Offer free tuition to anybody who's been laid off recently, after applying all financial aid.
12. Offer free tuition to any in-district new high school graduate who ranked in the top 10% of their high school class.

The following are examples of financial incentive programs that could help motivate employees to make greater efforts to promote enrollment, by helping them feel that everybody at the College makes a contribution to our success. The success of the program depends on employees making special efforts to do a good job in their work to help attract more students, or on encouraging them to promote Sauk to their friends in the community.

1. Pay $100 to each employee (pro-rated for part-timers) if enrollment increases by 1%. Cost $16,820; increased tuition revenue $20,640; net gain $3,820. Increase the bonus by $100 for each 1% increase in enrollment ($200 bonus for a 2% increase, etc.). The net gain would be multiples of $3,820 ($7,640 for a 2% increase, etc.), plus the additional state aid that would be received two years later.
2. Pay a percent of each employee's annual salary for a certain increase in enrollment. Each 1% of salaries costs $53,000; each 1% gain in enrollment is $20,640 of tuition revenue; breakeven is a .39% bonus for a 1% increase in enrollment.
3. Offer a special bonus to a single employee awarded in a drawing from among all employees if enrollment increases by a certain amount. For example, the bonus

for a 1% increase in enrollment could be an all-expense-paid vacation, a car, or a cash equivalent, up to the resulting $20,640 gain in tuition revenue.

In conclusion, the most important factor in deciding to offer a financial incentive is to believe that the incentive will change behavior. In other words, one must believe that the incentive will cause students to enroll in more classes, or that it will cause employees to take actions that cause students to enroll in more classes.

Status Update of Technology Planning at the College (1-26-2001 Board Retreat)

In the next several months the College will be reviewing and updating its technology plan. The review process dovetails into the upcoming budgetary process. The purpose of this document is to give a sense of direction and status of technology initiatives.

1. Infrastructure

The Information Technology's vision is that the infrastructure is like a **"river"** that allows for the flow of communications internally and allows for communications to the outside world. It is imperative that an infrastructure and backbone have the capability to handle the increasing amount of traffic that many of the new technologies will and do demand. The College will be upgrading the switching and routing components, a very crucial part of the infrastructure during the May - July 2001 time frame. At times, critical times, the current infrastructure has difficulty keeping pace with the flow of data and may restrict the flow or overflow just as a river does when introduced to vast amounts of water.

The replacement with new internetworking components will position the College's infrastructure to:
- Allow increased traffic flow, a problem created by the increasing number of nodes on the network, the increased number of applications, and the types of traffic created by these applications

The replacement will position the College for the future growth into the worlds of:

- IP Telephony –Using the Internet to handle voice traffic
- Video over IP-- Using the Internet and the infrastructure to transmit video
- Prioritizing the traffic that is occurring on the network
- Wireless technology

The key word is "position." To accomplish IP Telephony and video over IP, the College will need to find additional resources.

The College should be and will be exploring the wireless arena relative to connectivity. Other than ensuring the future capability, wireless connectivity is not a major consideration of this initiative. The College wired the facilities i n 1 996. The wiring standards o f 1995 -1996 (fiber and copper-cat 5) are able to accommodate th higher speed switching equipment that will be installed this year. As instructional and student demands on connectivity increase, the College will need to integrate wireless technology at the College.

The ongoing updating, upgrading, and replacement of this very important component of the College's blood stream will need to be considered on an annual basis.

2. Computer Replacement Schedule

The College has built into its budgetary process a four-year replacement schedule for all of its microcomputers and small servers. According to the results of a small Illinois community college survey, Sauk's current replacement schedule falls within the acceptable range with some colleges replacing their computer equipment on a 3 year basis and a few as high as 5 years. The IT area is very cognizant of the fact that for every new technology based initiative that is implemented, there will be budgetary contractual services, maintenance, and replacement issues for the College. In addition, there are also support issues as they relate to staffing that need to be factored into any new initiative.

In order to provide our students and staff with up-to-date equipment and software it is imperative that these budgetary items be addressed.

3. State of Illinois Virtual Initiatives in Education

With the exception of IVHS and IMSA, the College is involved in all State of Illinois Virtual Initiatives in Education as listed on the attached matrix. Below are comments on a few of these initiatives:

ICN

The Illinois Century Network is a statewide infrastructure that provides Internet connectivity to K-12 schools, libraries, community colleges, colleges, universities, museums, and local governments. SVCC is connected to Illinois Century Network and assists in the connectivity issue for the east end of our district. There is a wireless connection between Dixon Schools and the College.

IVEN–WIEC

The College is part of the Western Illinois Education Consortium. This consortium provides interactive video to the colleges and selective high schools in the region. Traditionally the infrastructure that connects these schools is a leased dedicated T1 or fractional T1 lines. The College, with the help of the ICN, is attempting to connect area high schools' distance learning rooms (interactive video) to the College or to each other through the Illinois Century Network (Internet). The ability to handle traditional Internet traffic and interactive video through the ICN has great implication for feasibility of video classrooms in our district due to reduced line charges.

The progress has been slow due to the newness of the technology and the software and hardware needed for conversion of older technology equipment already in place. At the present time there are four working sites in our district but still not enough to call it a success. We have yet to deliver a class using the equipment but the promise is great.

4. Instructional Technology.

The College continues to work toward empowering our faculty and staff by providing training, providing current equipment and technology for their respective curriculums, and providing facilities that are "technology ready" classrooms and equipment as the budget allows.

Web based initiatives.

There are several initiatives in which the College is involved that provide either enhanced on campus technology assisted instruction or off campus "Internet" instruction. Sauk has several online classes and a considerable number of additional classes that use the web as part of a required instructional component. Sauk is involved with the recently North Central accredited online degree program with the (WIEC) Western Illinois Educational Consortium colleges. In addition, the WIEC colleges and the Illinois Prairie Consortium colleges are cooperating in an Illinois Community College Online pilot project to offer online courses among colleges of both consortia.

Through these relationships Sauk has positioned itself to provide additional opportunities for education, instruction, and training to the residents of the College district. Sauk is also busily developing online course equivalents for its criminal justice courses creating a niche in a specialized group of degree programs. At a time in the not too distant future, learners will be able to take all of the required criminal justice courses for a degree program online. Learners can then complete other online courses from Sauk or another accredited institution to meet degree requirement. It is the responsibility of the IT team to train, support, and maintain these types of initiatives.

The real beneficiaries of these efforts are our students and the community we serve.

5. Web Applications and Educational Portals

The College is considering implementing Web applications that would allow students to register for courses, view their academic history, and access financial aid information. In addition to the Web applications, the College is considering establishing a portal*.

The College is considering setting up a portal that would be the front end to not only the College's Web applications but also its entire Web site. In addition, a portal would allow the College to implement push technology. Based on student or user profiles, the College could advertise courses or events to users with those interests.

*A portal is a Web site that is or is intended to be the point of entry for all types of information and services by an institution. This can be modified either by the user for look, feel, and content or by the institution for content. It is usually the first place people see when using visiting a web site with a "portal". Some portals offer things such as E-mail, software downloads, relevant links, and other services to entice people to return.

6. Funding and Support

Funding of technology is a key ingredient to a good technology plan. The College's funding for technology is derived from College funds ($2.00 per credit hour from tuition & normal budget allocations), State and Federal grants, and the SVCC Foundation.

While there are many expenses associated with technology the following require comments:

Hardware and Software

The funding of technology goes beyond funding the initial purchase of the hardware or software. Every initial hardware purchase creates current additional ongoing budgetary expenses as well as a future liability for the College in terms of replacement obligations. Staff for support, future replacement and the ongoing expense is maintenance costs on hardware and software products is the largest technology cost for the Institution. These costs normally increase annually.

Personnel

Another major cost to the College is the staff support of technology. SVCC has a number of challenges relative to attracting and retaining employees with today's technology skill sets. The first challenge is attracting those individuals with the needed skill level to a rural area. These individuals are primarily "young" and tend to migrate to the urban areas where they have contact with their technology savvy peers. As the College moves to a higher level of technological integration, the need for a higher skill level exists, those individuals that tend to migrate from the Sauk area. The second challenge is the competitive nature in the compensation area. The College competes with local industry, the ICN technology hub, etc. for its employees. Sauk, as do all educational institutions, has a difficult time competing with other industry groups.

To meet the staffing challenges the College hires as it can and uses consulting services to meet other demands.

Conclusion

We believe it is imperative to keep abreast of technology and technology applications as it applies to both education and educational services. A technology integrated curriculum is not only necessary for preparing students for jobs of the future and lifelong learning, but Sauk's ability to attract students. Another part technology plays is in recruiting and retaining highly motivated faculty and staff for these highly desirable individuals tend to migrate to places where they can increase their value. It is important that Sauk has finances to take advantage of the new technologies that will increase the community stakeholders' ability to receive a higher level of service and education. Besides providing the hardware and software, students need access to scholarly resources, databases and information in general. In addition to equipping our students with technology skills, technology is becoming an integral part of the students learning process. We, as an instructional department, are very concerned about how the College will fund and continue to fund the increasing financial obligations that technology will place on the College

budget. We feel the College has little choice but to fund technology initiatives as not to fund these existing and new initiatives will put our students and graduates at a distinct disadvantage, and the College at a competitive disadvantage in attracting students. Maybe no time in history has education seen such a rapid evolutionary period or has education been so competitive. As a College, we must find sustainable ways to fund technology.

Vision without action is a daydream.
Action without vision is a nightmare.

Japanese Proverb

A plan without funding and support is a wish list.
A wish list is an exercise in futility

Clevenger Proverb

		ICN Illinois Century Network	IDAL Illinois Digital Academic Library	ILCCO Illinois Community Colleges Online	IOICC Illinois Occupational Information Coordinating Committee	ION Illinois Online Network	IVC Illinois Virtual Campus	IVEN Illinois Video Education Network	IVHS Illinois Virtual High School	IMSA's Internet Toolkit	Find-It! Illinois
What is it?		A communication network.	An online collection of core digital academic library resources.	A sharing of online courses and programs between community colleges.	An online database of educational and employment options for junior high through adult levels.	A training and resource facility for using information technologies in instruction.	A resource center for distance education students.	Ten regional consortia of interactive video sites among colleges and universities.	An online body of high school courses and eventually teacher continuing education programs.	A website that helps teachers and students develop Electronic Information Literacy skills.	A single site for Web-based Illinois government and library information.
What does it do?		Provides a high speed information pathway between educational institutions and related groups for information and instruction.	Provides a collection of full-text and images to supplement library resources at 150 Illinois colleges and universities.	Allows students through their home college to access online community college courses and degree and certificate programs.	Provides comprehensive information about occupations, programs of study and training, Illinois and national schools, and financial aid.	Provides resources and training for the effective use of information technologies in traditional and online instruction.	Provides a centralized listing of distance education courses in Illinois and operates Student Support Centers.	Allows colleges and universities to use compressed video for distance learning initiatives.	Provides education to high school students and teachers.	Provides software tools and learning materials that help teachers and students learn to locate, evaluate and use electronic information resources.	Provides single point access to online resources provided by the Illinois State Library and Secretary of State.
How does it relate?	ICN		Uses ICN for delivery of online information.	Uses ICN for delivery of online courses and services.	May use ICN for delivery of online information.	Uses ICN for delivery of online information and training.	Uses ICN for delivery of online information and support.	May use ICN for delivery of online information.	Uses ICN for delivery of online courses and services.	Uses ICN for delivery	Uses ICN for delivery.
	IDAL	Provides pipeline for information flow.		Uses IDAL for library resources for faculty and students.			Links to IDAL for library resources.		May use for online library resources for students.	Could help teachers and students learn to use internet resources as a supplement to IDAL resources.	Partners with IDAL to provide digitized content for ICN.
	ILCCO	Provides pipeline for information flow.	Provides ILCCO students and faculty with online library resources.		Provides listings and links to all Illinois community colleges.	Will provide ILCCO with faculty training resources.	Provides ILCCO course cataloging and online learner support		May use ILCCO for dual-credit courses.	Could provide ILCCO teachers and students additional online learning resources.	Provides online library resources for ILCCO users.
	IOICC	Provides pipeline for information flow.		Links to IOICC as a student resource.			Links to IOICC as a student resource.		Links to IOICC as a student resource.		
	ION	Provides pipeline for information flow.	IDAL resources may be included in online courses.	Uses ION as a training resource for online instruction.	Provides resources for teachers and counselors.		Will use ION to develop online training resources.		May use ION as a training resource for online instruction.	Could partner with ION to provide additional professional opportunities.	Provides online library resources for ION users.
	IVC	Provides pipeline for information flow.	Provides online library resources for students using IVC.	Uses IVC for course catalog and online learning support.	Links to IVC as the resource for distance learning.	Will provide IVC with online training resources.		Includes ITV courses in IVC catalog.	May use IVC for course catalog and online learning support.	Will provide an online course in Electronic Information Literacy for college credit.	Provides online library resources for IVC users.
	IVEN	Provides pipeline for information flow.	Compressed-video distance learners may access IDAL resources online.		May use IVEN to provide video training statewide.		Includes ITV courses in IVC catalog.				Provides online library resources for IVEN users.
	IVHS	Provides pipeline for information flow.	May provide online library resources to IVHS students.	Will provide IVHS with dual-credit courses.	Will provide links to Countdown and CIS to virtual high schools.		Will provide IVHS with online course cataloging.			May provide online professional development workshops for teachers.	Provides online library resources for IVHS users.
	EILP	Provides pipeline for information flow.					Link to EILP as a resource.		May use as Internet search engine.		
	Find-It!	Provides pipeline for information flow.	Partners with Find-It! to provide digital content.	Uses Find-It! for library resources.		Uses Find-It! for library resources.	Uses Find-It! for library resources.		May use Find-It! for library resources.		
Website		http://www.linc2icn.net	http://www.idal.illinois.edu	http://www.iccb.state.il.us/ilcco	http://www.ioicc.state.il.us	http://illinois.online.uillinois.edu/	http://www.ivc.illinois.edu/	http://www.iven.net	http://www.ivhs.k12.il.us	http://toolkit.imsa.edu	http://finditillinois.org

Status Update of Technology Planning at the College. (1-26-2001 Board Retreat)

In the next several months the College will be reviewing and updating its technology plan. The review process dovetails into the upcoming budgetary process. The purpose of this document is to give a sense of direction and status of technology initiatives.

1. Infrastructure

The Information Technology's vision is that the infrastructure is like a **"river"** that allows for the flow of communications internally and allows for communications to the outside world. It is imperative that an infrastructure and backbone have the capability to handle the increasing amount of traffic that many of the new technologies will and do demand. The College will be upgrading the switching and routing components, a very crucial part of the infrastructure during the May - July 2001 time frame. At times, critical times, the current infrastructure has difficulty keeping pace with the flow of data and may restrict the flow or overflow just as a river does when introduced to vast amounts of water.

The replacement with new internetworking components will position the College's infrastructure to:
- Allow increased traffic flow, a problem created by the increasing number of nodes on the network, the increased number of applications, and the types of traffic created by these applications

The replacement will position the College for the future growth into the worlds of:

- IP Telephony –Using the Internet to handle voice traffic
- Video over IP-- Using the Internet and the infrastructure to transmit video
- Prioritizing the traffic that is occurring on the network
- Wireless technology

The key word is "position." To accomplish IP Telephony and video over IP, the College will need to find additional resources.

The College should be and will be exploring the wireless arena relative to connectivity. Other than ensuring the future capability, wireless connectivity is not a major consideration of this initiative. The College wired the facilities in 1996. The wiring standards of 1995 -1996 (fiber and copper-cat 5) are able to accommodate the higher speed switching equipment that will be installed this year. As instructional and student demands on connectivity increase, the College will need to integrate wireless technology at the College.

The ongoing updating, upgrading, and replacement of this very important component of the College's blood stream will need to be considered on an annual basis.

2. Computer Replacement Schedule

The College has built into its budgetary process a <u>four-year</u> replacement schedule for all of its microcomputers and small servers. According to the results of a small Illinois community college survey, Sauk's current replacement schedule falls within the acceptable range with some colleges replacing their computer equipment on a 3 year basis and a few as high as 5 years. The IT area is very cognizant of the fact that for every new technology based initiative that is implemented, there will be budgetary contractual services, maintenance, and replacement issues for the College. In addition, there are also support issues as they relate to staffing that need to be factored into any new initiative.

In order to provide our students and staff with up-to-date equipment and software it is imperative that these budgetary items be addressed.

3. State of Illinois Virtual Initiatives in Education

With the exception of IVHS and IMSA, the College is involved in all State of Illinois Virtual Initiatives in Education as listed on the attached matrix. Below are comments on a few of these initiatives:

ICN

The Illinois Century Network is a statewide infrastructure that provides Internet connectivity to K-12 schools, libraries, community colleges, colleges, universities, museums, and local governments. SVCC is connected to Illinois Century Network and assists in the connectivity issue for the east end of our district. There is a wireless connection between Dixon Schools and the College.

IVEN–WIEC

The College is part of the Western Illinois Education Consortium. This consortium provides interactive video to the colleges and selective high schools in the region. Traditionally the infrastructure that connects these schools is a leased dedicated T1 or fractional T1 lines. The College, with the help of the ICN, is attempting to connect area high schools' distance learning rooms (interactive video) to the College or to each other through the Illinois Century Network (Internet). The ability to handle traditional Internet traffic and interactive video through the ICN has great implication for feasibility of video classrooms in our district due to reduced line charges.

The progress has been slow due to the newness of the technology and the software and hardware needed for conversion of older technology equipment already in place. At the present time there are four working sites in our district but still not enough to call it a success. We have yet to deliver a class using the equipment but the promise is great.

4. Instructional Technology.

The College continues to work toward empowering our faculty and staff by providing training, providing current equipment and technology for their respective curriculums, and providing facilities that are "technology ready" classrooms and equipment as the budget allows.

Web based initiatives.

There are several initiatives in which the College is involved that provide either enhanced on campus technology assisted instruction or off campus "Internet" instruction. Sauk has several online classes and a considerable number of additional classes that use the web as part of a required instructional component. Sauk is involved with the recently North Central accredited online degree program with the (WIEC) Western Illinois Educational Consortium colleges. In addition, the WIEC colleges and the Illinois Prairie Consortium colleges are cooperating in an Illinois Community College Online pilot project to offer online courses among colleges of both consortia.

Through these relationships Sauk has positioned itself to provide additional opportunities for education, instruction, and training to the residents of the College district. Sauk is also busily developing online course equivalents for its criminal justice courses creating a niche in a specialized group of degree programs. At a time in the not too distant future, learners will be able to take all of the required criminal justice courses for a degree program online. Learners can then complete other online courses from Sauk or another accredited institution to meet degree requirement. It is the responsibility of the IT team to train, support, and maintain these types of initiatives.

The real beneficiaries of these efforts are our students and the community we serve.

5. Web Applications and Educational Portals

The College is considering implementing Web applications that would allow students to register for courses, view their academic history, and access financial aid information. In addition to the Web applications, the College is considering establishing a portal*.

The College is considering setting up a portal that would be the front end to not only the College's Web applications but also its entire Web site. In addition, a portal would allow the College to implement push technology. Based on student or user profiles, the College could advertise courses or events to users with those interests.

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* A portal is a Web site that is or is intended to be the point of entry for all types of information and services by an institution. This can be modified either by the user for look, feel, and content or by the institution for content. It is usually the first place people see when using visiting a web site with a "portal". Some portals offer things such as E-mail, software downloads, relevant links, and other services to entice people to return.

6. Funding and Support

Funding of technology is a key ingredient to a good technology plan. The College's funding for technology is derived from College funds ($2.00 per credit hour from tuition & normal budget allocations), State and Federal grants, and the SVCC Foundation.

While there are many expenses associated with technology the following require comments:

Hardware and Software

The funding of technology goes beyond funding the initial purchase of the hardware or software. Every initial hardware purchase creates current additional ongoing budgetary expenses as well as a future liability for the College in terms of replacement obligations. Staff for support, future replacement and the ongoing expense is maintenance costs on hardware and software products is the largest technology cost for the Institution. These costs normally increase annually.

Personnel

Another major cost to the College is the staff support of technology. SVCC has a number of challenges relative to attracting and retaining employees with today's technology skill sets. The first challenge is attracting those individuals with the needed skill level to a rural area. These individuals are primarily "young" and tend to migrate to the urban areas where they have contact with their technology savvy peers. As the College moves to a higher level of technological integration, the need for a higher skill level exists, those individuals that tend to migrate from the Sauk area. The second challenge is the competitive nature in the compensation area. The College competes with local industry, the ICN technology hub, etc. for its employees. Sauk, as do all educational institutions, has a difficult time competing with other industry groups.

To meet the staffing challenges the College hires as it can and uses consulting services to meet other demands.

Conclusion

We believe it is imperative to keep abreast of technology and technology applications as it applies to both education and educational services. A technology integrated curriculum is not only necessary for preparing students for jobs of the future and lifelong learning, but Sauk's ability to attract students. Another part technology plays is in recruiting and retaining highly motivated faculty and staff for these highly desirable individuals tend to migrate to places where they can increase their value. It is important that Sauk has finances to take advantage of the new technologies that will increase the community stakeholders' ability to receive a higher level of service and education. Besides providing the hardware and software, students need access to scholarly resources, databases and information in general. In addition to equipping our students with technology skills, technology is becoming an integral part of the students learning process. We, as an instructional department, are very concerned about how the College will fund and continue to fund the increasing financial obligations that technology will place on the College

budget. We feel the College has little choice but to fund technology initiatives as not to fund these existing and new initiatives will put our students and graduates at a distinct disadvantage, and the College at a competitive disadvantage in attracting students. Maybe no time in history has education seen such a rapid evolutionary period or has education been so competitive. As a College, we must find sustainable ways to fund technology.

Vision without action is a daydream.
Action without vision is a nightmare.

Japanese Proverb

A plan without funding and support is a wish list.
A wish list is an exercise in futility

Clevenger Proverb

	ICN Illinois Century Network	IDAL Illinois Digital Academic Library	ILCCO Illinois Community Colleges Online	IOICC Illinois Occupational Information Coordinating Committee	Illinois Online Network	IVC Illinois Virtual Campus	IVEN Illinois Video Education Network	IVHS Illinois Virtual High School	IMSA's Internet Toolkit	Find-It! Illinois
What is it?	A communication network.	An online collection of core digital academic library resources.	A sharing of online courses and programs between community colleges.	An online database of educational and employment options for junior high through adult levels.	A training and resource facility for using information technologies in instruction.	A resource center for distance education students.	Ten regional consortia of interactive video sites among colleges and universities.	An online body of high school courses and eventually teacher continuing education programs.	A website that helps teachers and students develop Electronic Information Literacy skills.	A single site for Web-based Illinois government and library information.
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EILP	Provides pipeline for information flow.					Link to EILP as a resource.		May use as Internet search engine.		
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Website	http://www.linc2icn.net	http://www.idal.illinois.edu	http://www.iccb.state.il.us/ilcco	http://www.ioicc.state.il.us	http://illinois.online.uillinois.edu/	http://www.ivc.illinois.edu/	http://www.iven.net	http://www.ivhs.k12.il.us	http://toolkit.imsa.edu	http://finditillinois.org

SAUK VALLEY COMMUNITY COLLEGE
VICE PRESIDENT OF STUDENT SERVICES

MEMORANDUM

TO: **Dr. Richard Behrendt**

FROM: **Dr. Joan Kerber**

DATE: **January 15, 2001**

SUBJECT: Athletic Guidelines

It is often important to review our history in order to confirm that we are still
headed in the direction that was established as our guideline for the future.
In the case of intercollegiate athletics, that takes us back to a January 1987
memo from the President to the Board of Trustees. This memo outlined
Sauk Valley Community College's new philosophy, advantages and
guidelines for a "Winning Intercollegiate Athletics Program." Seven
advantages to having a winning intercollegiate athletics program were
outlined and are still very much a part of the philosophy and beliefs
governing our intercollegiate athletics today.

1. Excellence – It is not reasonable for us to be excellent in all things
   we do at SVCC and yet be mediocre in athletics.

2. Recruitment - A winning intercollegiate athletic program will
   attract prospective students and bring more sports fans to the
   campus.

3. Winning Image – A winning program will provide a positive and
   winning image and high profile for the college. The public will
   assume we are excellent in all things we do because of our
   excellent athletics program.

4. Economical – Attracting student-athletes who would not otherwise
   enroll at SVCC is economically wise. These will be full-time
   students for whom we will be getting state funding.

5. NCAA Proposition 48 – This new NCAA requirement has raised academic GPA requirements and thus forced more students to look toward community colleges to begin their athletic careers.

6. Community Leadership – A community college must provide academic, cultural, and athletic leadership for its district. We are the only college in District 506 and should be providing athletic leadership as well as academic and cultural.

7. Balance – We should not only provide a strong academic program but must be balanced in terms of offering extra-curricular activities to our students as well. A stronger emphasis on intercollegiate athletics will help accomplish this.

Following the presentation of the above stated memo, the Board of Trustees passed the following resolution on January 26, 1987.

RESOLUTION

WHEREAS, Any college must provide not only a strong academic program, but a balance in terms of offering extracurricular activities as well, and

WHEREAS, A community college must provide academic, cultural and athletic leadership for its district, and

WHEREAS, Intercollegiate athletics is a legitimate student support function at Sauk Valley Community College, and

WHEREAS, Sauk Valley Community College is committed to excellence in all programs and services; now therefore, be it

RESOLVED That the Sauk Valley Community College Board of Trustees is philosophically committed to developing a winning intercollegiate athletics program while maintaining an emphasis on academic performance first and athletic performance second; and be it further

RESOLVED   That the Sauk Valley Community College Board of Trustees will consider appropriate means of support in order to develop such a winning intercollegiate athletics program in compliance within NJCAA requirements.

The closest written guideline for recruitment comes from within the body of that original 1987 memo –"While the greatest recruitment emphasis should be placed on obtaining outstanding student-athletes from District 506, there are no geographical limits placed on recruitment." The internal guideline of 66% in-district total athletes, although verbal in nature only, was developed and adopted by the former Vice President of Student Services and the former Athletic Director. This guideline, or higher, continues to be utilized today as is evident through the following statistics.

IN-DISTRICT/OUT-DISTRICT STUDENT ATHLETES

YEAR	IN-DISTRICT		OUT-OF-DISTRICT	
1996-1997	72	73.5%	26	26.5%
1997-1998	66	71.7%	26	28.3%
1998-1999	73	74.5%	25	25.5%
1999-2000	73	73%	27	27%
2000-2001 (to date)	76	73.8%	27	26.2%

It has also been the expectation of SVCC administration that our coaches have been and continue to follow the guideline of placing "their greatest recruitment emphasis on obtaining outstanding student-athletes from District 506." Upon review, it appears as though this is indeed the case in most sports, but seems to have fallen lax in at least one sport – baseball. Efforts are underway to correct this situation.

The Athletic Director has met with the coaches and reiterated the importance of actively recruiting within district. Letters have gone out to all in-district baseball coaches verifying Sauk's interest in their student-athletes, asking for names of their players who might be interested in Sauk and asking to visit with the coaches before the spring season (Attached).

This emphasis to improve our in-district baseball recruiting already appears to be having a positive effect. Since fall baseball practice ended, three additional in-district players have been added to the roster: Beau Marinangel- Morrison, Jacob Amesquita- Newman, and Patrick Weier- Newman. With the additional efforts to recruit in-district college caliber baseball players into our program, the in-district/out-of-district ratio should continue to improve next season.

Although we are never pleased to discover a problem within our division, the opportunity to review the historical guidelines and philosophy of intercollegiate athletics was an excellent exercise which reiterated and strengthened our current beliefs and policies in intercollegiate athletics. Our student-athletes and coaches are hard working and dedicated individuals who bring to this College one more means of displaying our excellence.

Sauk Valley Community College

TO: Area High School Baseball Coaches

FROM: Terry "Yogi" Cox, Sauk Valley Community College Head Baseball Coach

RE: Up date on Sauk Valley Community College Baseball and recruiting questionaire

Date: January 2001

Hello baseball coaches in the Sauk Valley district. I am sure all of you are getting very anxious to get started for the 2001 season, as I know my staff and ball players are thinking spring training right now!

The purpose of this letter is to let all of you become more familiar with myself and my program here at SVCC. I admit I haven't done a good job of getting out to watch your teams play, as it is very difficult for me because our season is going on the same time as yours is. Also, with my assistant coaches being part-time, I have to be at our practices. My goal is to see each of your teams practice or play this spring. To help me do this please send me your schedule and practice schedule as soon as possible. Also include your roster and additional information on any player that you feel has the ability to play at the college level. (Included is player information sheet (copy if more needed) and a return envelope).

I am in my seventh year at SVCC. We have made great strides each year since I took over in the fall of 1994. Four out of the six years here we have won our sectional tournament, and last year we won the Sectional and Region IV tournament to get to the State Championship. We lost the state championship to Lincoln Land Community College out of Springfield, IL, and they went on to become the Division II NJCAA College World Series Champions.

I have a very competitive, challenging program here at Sauk for the young men who enroll. With 18-20 scrimmages in the fall and a 50 game spring season, it takes a total commitment from a young man who wants to compete at this level and also achieving his associates degree. Players should have two priorities while committing to play baseball at SVCC: #1) education and #2) baseball, having a third or fourth priority is going to be tough to handle.

Many area student/athletes have had great success here at SVCC. One example is Scott Vance from Rock Falls High School, who went on to play CF at Iowa State University.

In closing, I want to wish everyone the best of luck on the upcoming spring season. If there is anything I can do for you and your program, please feel free to contact me. I would be glad to help you and your program out.

Yours in baseball, Terry "Yogi" Cox, Head Baseball Coach, SVCC, 815/288-5511, Ext. 372

P.S. I would also like to visit with you (and your players) before the season. Please include a number I can reach you at.

SKYHAWK BASEBALL
Individual Player Information Sheet

Uniform # _____

Player Name _____

School _____

Position _____

Player Information:

High School Attended _____

Home Address _____

_____

Home Phone _____

Player Stats: (Please be accurate, do not let players fill out this information)

B.A. _____ Slug PCT _____ On Base PCT_____

Left/Right _____ Stolen Bases _____

Ht. _____ Wt. _____ GPA-Current _____

Coaches Information:

Name _____

School Address _____

_____

School Phone _____ Home Phone _____

NCAA Predictor/Non- Predictor(Clearinghouse) _____

Intended Major Field _____

Coaches Comments _____

_____

Sauk Valley Community College
EMERITUS STATUS

Emeritus Status: a full-time faculty member who, after long and meritorious service to the College, has retired. Emeritus Status is not automatic. The Board of Trustees of the College upon recommendation of the dean, Vice President of Instructional Services, and Vice President of Student Services, and the President makes this appointment.

Policy for Emeritus Appointment

1. The Emeritus appointment for full-time faculty retiring from service at Sauk Valley Community College is a formal recognition of meritorious service exceeding the expected norm of performance to the College, to the community, and to the profession.

2. The rank of Emeritus may be conferred only on retiring persons who have served full-time on the faculty for a minimum of twenty years, and have been retired for at least one year from full-time service. In special cases, the length of service may be waived to recognize persons who have made distinguished professional contributions to the College.

Appointment Procedure:

1. Nominations of faculty candidates are to be submitted to the Vice President of Instructional Services. Although nominations may be initiated by anyone, it is recommended that they be processed through the individual's dean or Vice President.

2. Documentation of the candidate's qualifications must be presented with the nomination. Emeritus status may be granted on (1) duration of service to the college; (2) outstanding service to the college; (3) contributions to the field; (4) service to the community; (5) excellence in teaching; or (6) service to students. Other appropriate criteria may be considered when relevant and desirable for the good of the college.

3. The candidate's qualifications will be evaluated by the Vice President of Instructional Services, Vice President of Student Services, and an ad hoc advisory review committee including three Emeriti appointed by the President and Vice President of Instructional Services. When possible, one member should be acquainted with the candidate's teaching field.

4. Recommendations of Emeritus appointment are then forwarded to the President who will consider recommending it to the Board of Trustees. All special appointments require approval by the Deans and Vice President of Instructional Services. An individual nominated for Emeritus Status and not approved for the status may be re-nominated for consideration once --one year after the date of first consideration.

5. Emeritus Status individuals will be encouraged to take part as they are willing and capable in graduation at Sauk and the reception afterward. They will be welcome to sit in their full academic regalia with present faculty and administrators as honored guests. Emeriti shall be designated by the rank held at retirement.

Emeriti Benefits

1. Recognition of new Emeriti appointments will be a part of the Service Awards Program together with the annual Distinguished Service Award. Announcements are to be made in College publications and news releases. A listing of all living Emeriti will be included in the College catalog.

2. An annual event of Emeriti and spouses will be arranged by the Vice President of Instructional Services to honor the new Emeriti, to serve as a reunion and to keep them abreast of College activities.

3. Emeriti may serve to enrich the offerings of the College both in and out of the classroom. They may be asked to be lecturers, presenters, and will be recognized, as appropriate, at college events.

Guidelines for Establishing

a Board Self-Evaluation

Board Self Study, conducted periodically
with thoughtful preparation, is a practical
tool for refining and improving Board
performance.

James Paltridge

A community college board (may hold)
closed meetings with representatives of
a state association . . . for the purpose of
discussing a board's self-evaluation,
practices and procedures, or professional
ethics.

Illinois Public Act 88-530

Guildines for Establishing
a Board Self-Evaluation

TABLE OF CONTENTS

A. Introduction

Even though board self-evaluation has been around for a long time, few community colleges really do a comprehensive, regular assessment of their performance and effectiveness.

This handbook has been compiled by trustees Ray Hartstein (Oakton Community College) and Dr. Wayne Green (Carl Sandburg College) of the Illinois Community College Trustees Association's Excellence Committee as a resource guide for colleges interested in designing, developing, implementing and/or improving their board self-evaluation process.

B. Why trustees have been reluctant to do board self-evaluations in the past

1. Many feared they would be in violation of the Illinois Open Meetings Act.

2. Some felt that it was too touchy a matter to discuss the pros and cons of trusteeship with their colleagues, and felt that it would prove too uncomfortable to go through the process.

3. Some have maintained that election or re-election to the board is a sufficient evaluation of their performance.

4. Some have felt that the media take the board to task on a regular basis, which in itself is a good evaluation.

5. Others felt that community activists who regularly appear at board meetings have unfairly attempted to scrutinize the board's efforts.

6. Some strong presidents may have convinced trustees that they shouldn't undertake a full-blown assessment of themselves.

7. Some trustees have felt that board evaluations may prove too costly and time-consuming in a period of economic restraint.

8. Some board members may have felt that they are in the driver's seat and are disinclined to accept criticism from within or outside of the college.

C. What the leadership of some boards did to get board self-evaluations underway, despite opposition

1. The board chair, college president, or an emerging board leader often took some of the following steps:

   a. Developed or secured a questionnaire used elsewhere, sent it to each member of the board, and asked that it be completed and sent back by a certain date.

   b. Interspersed the board evaluation along with the president's evaluation, assuming that they go hand in hand.

   c. Convinced their board to proceed, since all segments of the college population were being evaluated and thus, the board should be included.

d. When two factions of the board were "on the outs" for a long time, they finally got together and said, "We've been getting in each other's hair for a long time. Let's do a board evaluation and clear the air."

D. Why it may prove to be much easier to do board self-evaluations today, and the process to follow

The Illinois Open Meetings Act has been revised, and Public Act 88-530 now enables boards to go into closed session for the purpose of self-evaluation as of July 1, 1994. The following process should be followed:

1. The trustee designated as the board's Illinois Community College Trustees Association representative must be present when the board moves to go into closed session for board self-evaluation, and when the self-evaluation takes place.

2. The motion to go into closed session should be as follows:

   "I move that the board go into a closed session for the purpose of discussing the board's self-evaluation, practices and procedures, or professional ethics."

3. Board minutes must be taken as is done for any other closed session.

4. The minutes should be reviewed as would be done for those of any other closed session.

E. How to sell the board on proceeding with a self-evaluation

1. Stress accountability -- the underlying reason for board evaluations in today's environment is just that. Community college trustees must realize that higher education is living in an atmosphere of increased accountability. Legislators, the media, and the public are asking hard questions about the cost of education, pricing, productivity, access, outcomes and effectiveness of our colleges.

2. Emphasize the benefits of a self-evaluation.

   a. It will enable us to enhance our understanding of our roles, responsibilities and expectations as trustees.

   b. It will help clarify the types of characteristics that make for an effective trustee.

   c. It will serve as a means of identifying and correcting some of our deficiencies and help us improve our boards and our individual roles as trustees.

   d. It will increase and improve our board communications and relationships.

   e. It will identify board problem areas and prevent little problems from growing into big ones.

   f. It will enable board members to become more informed about their institution.

3. Have the board take action to proceed, and ask the board chair to appoint a committee to develop and implement an approach for your college.

   a. Those boards with an ongoing evaluation process usually do the following:

• Beg, borrow or steal a form or questionnaire (see pages 10–21 for examples). Some may find these forms adequate, while others find them too broad, general, and voluminous with quite a diverse set of questions that trustees need to work laboriously to complete.

• Have a consultant conduct a board retreat. These consultants may be experienced and knowledgeable presidents, trustees or outside facilitators.

• Dovetail the board evaluation efforts with some other activity, such as the president's evaluation or a long-range planning session.

b. Though the above practices may prove valuable, it is advocated that the board:

• Locally tailor its approach so that it is more focused and directed to criteria and quite creative in its overall plan.

• Take small bites at one sitting, in an approach that is more gradual in exposure and implementation.

• Handle the board self-evaluation as a separate item apart from other activities, for it is most vital for development of the board and improvement of the college.

F. Suggested steps in establishing a board self-evaluation process

1. Collect and study information from a variety of sources, including:

    a. State trustee associations. The Illinois Community College Trustees Association has collected several evaluation instruments used by schools in the Midwest.

    b. National associations. These include the American Association of Community Colleges, the Association of Community College Trustees, and the Association of Governing Boards (AGB has been a forerunner in this activity, but its plan may need to be modified for it appears to have been developed for four-year universities and colleges).

    c. Your president, personnel or human resources director, or psychology professional.

    d. Other colleges that have done a board self-evaluation.

    e. Professional magazines, literature, and textbooks on organizational behavior, behavioral science, psychology or personnel (particularly the areas of performance evaluations, training and development).

2. Make preparatory determinations before developing criteria on each of the following:

    a. Who is to be evaluated?

        (1) The board as a whole should be evaluated, since individual board members have authority only when convened in a legally conducted board meeting with a quorum present.

        (2) Individual performance on the board should likewise be evaluated, for those sitting on the board have diverse personalities, talent and experience and can make or break a board by contributing to its success or failure.

    b. What are the purposes or objectives of your assessment or audit?

c. On what criteria should a board or its individual members be scrutinized? Typical areas that are often checked are:

Relationships	Mission
Duties and responsibilities	Policies
The board meeting	Confidence
Knowledge	Performance
Effectiveness	Productivity
Problem areas	Strengths and weaknesses
Accomplishments or contributions	Attributes
Goals or objectives	Stability vs. change
Commitment	

d. Determine the areas of greatest need, and establish priorities and direction. In brainstorming issues of concern, it soon becomes apparent as to where the board wants to place its emphasis. Such a discussion may reveal a number of areas to pinpoint, such as:

- <u>Relationships</u>

    "I'm not sure where the president's job leaves off and ours begins."

    "That newly elected trustee seems to have her own private agenda."

- <u>Problem areas</u>

    "He always seems to be asking for extra reports, not realizing how much time they take to develop."

- <u>Responsibilities</u>

    "Do we all agree as to what our responsibilities are?"

- <u>Knowledge</u>

    "Do we really know the educational programs offered and the types of students on our campus?"

- <u>Board meetings</u>

    "Are we spending too much time on trivia and rushing over the important items?"

3. Develop an evaluation instrument for the overall job of the board, or for each of the targeted areas. Criteria may be established in the form of questionnaires, checklists, or attitude surveys upon which to judge the board or its members (see examples on pages 10-21).

4. Make preparatory determinations on each of the following:

    a. What methods or techniques will you use? The methods and techniques may be conventional or unusual, formal or informal, self-directed or guided by an outside competent advisor, and may include the following:

    - A <u>videotape</u> of the board meeting might be made, reviewed and discussed by trustees.

    - <u>Outside observers</u> (such as members of the public who attend board meetings regularly) might be asked to send comments to the board chair or Evaluation Committee chair. The board can then discuss how to improve its meetings.

• A board might analyze its own meeting, determine what to observe at a **neighboring college's board meeting**, make arrangements for sitting in such a meeting, and return to campus to compare operations and arrive at modifications and improvements.

• An outsider might draw a **sociogram** of the discussion flow in the board meeting to see if any trustee monopolizes the discussion or if the chair is doing justice to all in attendance.

• Each trustee might complete a **form or survey** on specific issues (such as "preparation prior, during and following the meeting"). The board could then discuss the individual evaluations.

• After noting points of confusion or differences of opinion between the tasks of the president and board from the instrument completed, an outside professional may write a **case study** incorporating the differences and discuss it with the board to work out differences.

• Each board member might write a short **"obituary" or summary of individual accomplishments** and discuss it with the board.

• The president might list his or her **expectations of the board**. In turn, the board could note what it expects of the president, and what individual members expect of the board and each other.

• Discussion might focus on **ideal board practices**. Trustees could identify the board's current practices and then compare them to model policies.

• An outside consultant might interview each trustee on **board ideas and concepts** and then discuss the results of these interviews with the board.

In addition to the above mentioned methods and techniques, some of the following may be considered for board self-evaluations:

Board study days	Special or closed board sessions
Informal social meetings	Open discussions
Annual retreats	Periodic meetings

b. Should the board self-evaluation be combined with some other activity?

Self-evaluation is vital enough to deserve the board's undivided attention and be handled as a separate item, but some boards have successfully dovetailed it with long-range planning, the president's evaluation, or other activities.

c. Who will facilitate the self-evaluation?

While the board itself is in the best position to conduct the evaluation (and is usually more comfortable doing so), on occasion it may want to use an outside facilitator.

Those who meet with and/or deal with the board on a regular basis may be able to provide some insights that are not readily observed by the trustees themselves. This could include the president or other members of the college "family," such as faculty, administrators and students.

More frequently, the board may feel that an outside consultant may better fit the bill. An experienced and knowledgeable trustee or president (from within or outside the state) may be most appropriate; in any event, the person selected must be properly oriented in the analyses and results of the completed instruments, the key needs of the institution, and the makeup of the local board.

d. Who will "sit in" on the evaluation?

In most cases, trustees will display more candor and be more open and honest if left to themselves. At some colleges, the president is invited to join them, or the process is dovetailed with the president's evaluation.

e. Should the self-evaluation be done in a public or private meeting?

Where possible, board evaluations should be done in a private meeting. As indicated previously, privacy will enable board members to feel more comfortable and be more willing to contribute freely to the discussion.

f. When and how often it should be done?

Most boards familiar with self-evaluations do them annually. Some even go as far as to designate the particular month and year in which they will be done, and conduct the evaluation in a special meeting called for this occasion. Depending upon the objective sought and techniques selected, some self-evaluations may be done at regular intervals throughout the year or in connection with regular board meetings.

5. Implement the board self-evaluation process.

After thinking through and making determinations on the preliminaries, the board can move ahead.

a. Start the implementation process with general concepts.

If the board has never done a self-evaluation before, it may be helpful to expose trustees to some general concepts. Should board members be called upon to complete a detailed and lengthy form or attend a full-day retreat, some may be hesitant to put forth the effort and may be reluctant to really convey their inner thoughts. The results may then be short-changed. Gradual exposure and a less detailed, less cumbersome "warm-up" session should get the group to open up.

Asking the board to answer some general statements or to complete a brief survey may give the group an idea of the process. A more comprehensive approach can be scheduled at a later date. For example, a form consisting of some of the following types of questions may do the trick:

Sample Questions on General Concepts

1. What do you think are the combined strengths of the present board as a board?

2. What are the functions, rules or behaviors that you think the board most needs to improve?

3. How could the board improve itself as a board?

4. List in order of priority four major problems that the board faces.

5. List any weaknesses or strengths that you have observed in the operation of the college.

6. List significant accomplishments made by the college during the past year.

An alternative may be an abbreviated form that focuses on evaluating the board as a whole as well as individual board members' performance.

Sample Survey on General Concepts

To what extent is each of the following being done by the board and individual members of the board? Rate the board <u>as a whole</u> and yourself <u>as an individual member</u> on each item.

(5 indicates "very good work relationships" and 1 indicates "very poor work relationships")

	Board as a Whole	**Individual Members**
1. The board creates a business–like atmosphere in board meetings.	1 2 3 4 5	1 2 3 4 5
2. The board is sensitive to the need for appropriate timing on issues.	1 2 3 4 5	1 2 3 4 5
3. The board works effectively with the president to solve issues.	1 2 3 4 5	1 2 3 4 5
4. The board communicates information and concerns brought to its attention to the president.	1 2 3 4 5	1 2 3 4 5
5. The board uses good judgment in providing feedback to the president.	1 2 3 4 5	1 2 3 4 5

If any question is rated less than "4," indicate a specific situation that caused you to rate it low and make suggestions for improvement.

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b. For a more complete approach, use the following two steps:

(1) Complete the evaluation instrument.

(a) This instrument should be filled out by each board member independently. Each statement or area should be answered, using the appropriate format or rating scale.

(b) The form should be completed by a certain date and returned to the board secretary, board chair, Evaluation Committee chair, or college president's office.

(c) The responses are tabulated or summarized, and a composite profile is prepared and analyzed.

(d) The audit results are distributed to each board member at least one week before the discussion session is scheduled.

(2) Discuss the results of the completed instrument, unless another technique or method was advocated.

(a) The discussion may be led by the chair of the Evaluation Committee, the board chair, or an outside consultant.

(b) Whomever is selected should have the ability to draw out each trustee and create an environment of openness and confidentiality.

(c) The use of an experienced trustee, president or consultant does not guarantee results.

6. Develop an action plan for any modifications or improvements in board operations that arise from the self-evaluation.

7. Schedule training sessions to assist in completing the goals of the action plan. On-going training is usually necessary to keep the board up to par and provide for turnover among trustees.

G. Guidelines to follow when developing a board self-evaluation

As your board prepares to go through a self-evaluation, here are a few suggestions to keep in mind. Several of these items are adapted from guidelines developed by Deborah Streuli, president of the Wisconsin Technical College District Boards Association and board chair of Wisconsin Indianhead Technical College.

1. All trustees should be involved in designing and implementing the evaluation process. If one or two trustees refuse to complete an evaluation or fail to attend the discussion session, it seriously decreases the potential value of the self-evaluation.

2. Conduct the self-evaluation on a regular basis, year after year and more than once a year, if possible.

3. Trust and a cooperative spirit are essential on the part of each board member.

4. All discussions must be kept confidential.

5. The self-evaluation instrument is a great orientation tool to share with new trustees, because it outlines what your board believes is important to board effectiveness. However, try to give new members a period of time to adjust to the board before starting the evaluation process.

6. Don't attempt to handle the evaluation during a college crisis. It's common for board members to focus on the most recent and/or most controversial board issue that occurred before or during the evaluation.

7. Use the findings of the board self-evaluation in your long-range planning.

H. Results to be expected from a board self-evaluation

If your board pursues the self-evaluation process, it is sure to reap many of the benefits cited earlier. In addition, some of the following results should occur:

1. The overall performance of the board should improve.

2. Trustees should feel a renewed dedication to their role as board members.

3. Each trustee should learn more about his or her roles and responsibilities.

4. Board members should get know to know each other better.

5. The relationship among board members and between the board and the president should improve.

6. Everyone should see eye-to-eye and "be on the same wavelength" more frequently.

7. There should be less friction between trustees and between the board and president.

I. Conclusion

Board self-evaluation can be a valuable tool in determining and improving a governing body's performance. If your college has not yet done so, it should consider establishing a policy calling for regular evaluations of the board, including the development of criteria and the analysis and discussion of board operations and effectiveness.

This resource guide has been written with the goal of encouraging all Illinois community colleges to implement a board self-evaluation process. There are many more ways to plan and conduct a self-evaluation than could ever be incorporated into one handbook. Trustees are encouraged to seek out additional information and to adapt that material to best fit the needs of their local board.

The Illinois Community College Trustees Association has compiled several board self-evaluation instruments successfully used by colleges in the Midwest. Copies are available by calling ICCTA at 217/528-2858. If your college has a board self-evaluation survey, policy or procedure that you would like included in future editions of this guide, please send the material to:

Illinois Community College Trustees Association
509 S. 6th St., Suite 426
Springfield, Illinois 62701-1825
217/528-2858
217/528-8662 (fax)

A TRUSTEE AUDIT

QUESTIONS	YES	NO	SOMEWHAT OR SOMETIMES
1. Do you feel you have adequate opportunity to understand your obligations, responsibilities and opportunities for growth as a trustee?	_____	_____	_____
2. Have you a clear grasp of your board's responsibilities? (i.e. an understanding of the difference between governance and administration.)	_____	_____	_____
3. If you have answered yes to either or both questions, what has been the primary source(s) of your information? (e.g. an orientation program, a particular individual, a book, prior service as a board member.)_____ _____ _____			
4. Are you familiar with your institution's stated mission, institutional plan and current policies?	_____	_____	_____
5. Have you made it known to others that you welcome constituent input for the improvement of the college?	_____	_____	_____
6. Do you bring constituent ideas and/or concerns to your fellow board members and CEO when warranted?	_____	_____	_____
7. Do you stay abreast of higher education trends, legislation and other public policy?	_____	_____	_____
8. Have you recently taken an opportunity to meet with trustees and educators from other institutions?	_____	_____	_____
9. Do you have adequate opportunities to know your fellow trustees?	_____	_____	_____
10. Are you familiar with your institution's recent history and what makes it distinctive from neighboring college and universities?	_____	_____	_____

	YES	NO	SOMEWHAT OR SOMETIMES

11. Cite three of its special strength:

a) _____
b) _____
c) _____

12. And its three greatest needs:

a) _____
b) _____
c) _____

13. Do you feel well informed about the type and quality of your institution's educational programs?

14. Do you regularly attend campus events?

15. Are you acquainted with the physical plant and maintenance needs of your institution?

16. Are you satisfied with your attendance at board meetings?

17. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?

18. Do you prepare for board meetings by reading the agenda and supporting material?

19. Do you sometimes suggest agenda items?

20. Do you help board meetings to steer clear of nonpolicy matters better left to the administration?

21. Does the Board Chair allow adequate time for discussion on agenda items?

22. Are you comfortable with the idea that the Board Chair should have a special relationship with the CEO, often serving as a sounding board

	YES	NO	SOMEWHAT OR SOMETIMES
for his ideas and concerns?	_____	_____	_____
23. Have you recently taken advantage of an opportunity to say a good word about your institution to a policymaker or organization at the state level?	_____	_____	_____
24. Do you take advantage of opportunities to inform other groups or persons about your institution or higher education generally?	_____	_____	_____
25. Do you understand the concepts of "fund accounting"	_____	_____	_____
26. Do you find your institution's financial statements intelligible?	_____	_____	_____
27. Are you mindful of your institution's stated mission, institutional plan and goals and current policies when voting on proposals presented to the board?	_____	_____	_____
28. Do you feel you are sensitive to the concerns of students and faculty while maintaining impartiality and a total institutional perspective?	_____	_____	_____
29. Do you help meet the needs of your chief executive for occasional counsel and support in his or her often difficult relationships with groups on and off campus?	_____	_____	_____
30. Do you appreciate the importance of keeping your chief executive informed in the event you establish personal communication lines with individuals on campus and of the need to avoid prejudiced judgements on the basis of such relationships?	_____	_____	_____
31. Do you avoid asking special favors of the administration including requests for information without the knowledge of the chief executive?	_____	_____	_____
32. If you have not already done so, would you be willing to serve as a board officer?			

Why (or why no)?_____
_____
_____

33. Have you found your trusteeship
to be stimulating and rewarding thus far?
(If not, why not?)_____
_____
_____

34. How would you rate yourself as
a trustee at this time? Above average
Average_____ Below Average_____

35. What particular shortcomings do you see in the board's
organization or performance that need attention?

_____
_____
_____
_____
_____
_____
_____
_____

36. Other suggestions or comments?

_____
_____
_____
_____
_____
_____
_____
_____